









## Cuts now certain after Mulley's 2%

The two main local authority associations were expected to tell the DES this week that cuts in education were inevitable next year. This, they say, is because of the two per cent growth rate announced by Mr Fred Mulley, the Education Secretary.

This week's meeting at the Department with the Association of County Councils and the Association of Metropolitan Authorities should be followed by one with the Secretary of State next week.

Speaking at the Council of Local Education Authorities conference in Cardiff, Mr Mulley said the two per cent growth was education's share of an overall one and a half per cent growth for the public sector.

However, CLEA delegates seemed unanimous in their insistence on three to four per cent growth simply to stand still next year. Anything less would mean cuts.

Mr Mulley was told that some authorities were thinking of sacking teachers, the most controversial of all possible cuts.

Mr J. E. Ansell, chairman of the Wiltshire Education Committee, received some support from the other delegates when he suggested that this was what the local authorities were going to have to face. Wiltshire's policy committee have since met and although they have decided to cut education spending by a further £500,000, it will not mean sacking teachers.

As late support grant negotiations for 1977-78 are now in progress, the first thing local authorities want to know is what the two per cent growth rate is based on.

It could be on last year's RSG settlement or on the higher figure of what the authorities actually budgeted for spending this year (1975-76).

In percentage terms the difference is small, but for each L.E.A. it means a great deal of educational expenditure. Mr Carlsson, Hetherington, secretary of the ACC, and one of the RSG negotiators, said after the conference that the associations wanted Mr Mulley "to agree that 2 per cent was less than the built-in momentum of the education service".

"We are going to spell out to him that we need a real increase of four per cent—and it is probably the latter—if we are to maintain standards. We need this amount because of inescapable commitments."

If local authorities were kept to a 2 per cent growth, Mr Hetherington said, it would mean "significant savings in real terms and a reduction in standards will be necessary".

"Mr Mulley was correct when he told us the Government were intending to put more actual money to our hands—what we are saying is that following national policies

and local commitments we need 3 to 4 per cent."

Mr Hetherington told the conference that opinions differed as to exactly how much money the local authorities received in the RSG last year. "For the 1975/76 settlement the Government stated that it was an increase in real terms of 4 per cent, but the local government side said it was 2.4 per cent, and never the twain did meet."

From the crucial meetings being held this month the ACC and the AMA also want to discover the Government's policies for 1976-77 and how much they will cost. They are particularly keen to know details of the capital programme, so that they can work out their individual revenue commitments. These are not now expected from Mr Mulley until September.

Mr Hetherington also revealed that the Department of Health and Social Security were expecting local authority social services departments to grow at about 2.4 per cent for 1976-77.

Mr Norman Reece, chairman of Avon Education Committee, suggested that this figure added to education's 2 per cent must almost take over the whole of the 1½ per cent growth in the public sector.

Mr Cyril Jasper, county treasurer for Hertfordshire and an RSG negotiator, told the delegates "I believe the Chancellor is planning larger cuts in the non-local authority sectors so we can have a 2 per cent growth in education."

Mr David Coatesworth, chief education officer for Norfolk, said after the conference that no one was applauding the sacking of teachers. "They were applauding the fact that someone was facing the reality of having to stay within a two per cent growth."

Having talked to other CEOs and said that one in the whole country wants to dismiss teachers, but we are in a trap—if you have to cut back your expenditure in real terms, then a reduction in the teaching force might be the only way you can do it."

Mr Barry Taylor, chief education officer for Somerset, added that the difference between a two per cent growth and what he felt was an inescapable growth of well over four per cent for 1976/77, amounted to £750,000 for Somerset.

The South West authorities—Somerset, Devon, Cornwall, Wiltshire, Dorset, Avon and Gloucestershire—are seeing DES officers in September to explain the local effects of the Chancellor's statement on public spending. "We want to explain to Sir William Pile that we can't keep to two per cent and still maintain the existing services. We are at least 2.5 per cent deficit above that," said Mr David Young, chairman of Somerset Education Committee.

## CLEA conference at Cardiff Reports by Mark Vaughan

### 'Quality, not quantity'

Defending the concept of elitism Lord James of Knebthorpe told the conference he advocated a smaller number of universities of "really superb quality", within a variety of higher education institutions.

It was essential to have only a few to "blaze the way" for the future, and to ensure that the "best" was passed on.

In further and higher education there were too many institutions and courses, some of which attempted to give the fancy and spurious academic respectability. Some universities were too large.

If society was contemplating a great increase in higher education, it was not undemocratic to envisage a hierarchy of institutions.

Lord James, former vice-chancellor of York University, said many people questioned whether universities in any recognizable form could continue "in a world where elite has become a term of abuse". Intellectually, universities were elitist because a "comprehensive university" was a contradiction in terms.

The function of a university was not simply to respond to social needs, but to transform society. They are there not to give the system what it wanted, "but what it ought to want".

A place of higher education was one "where teachers and taught discuss and evaluate different and sometimes original ideas in an educative environment".

Lord James said however that the pendulum had swung too far in the direction of research. "I don't want to denigrate genuine research, but the attitude that research, however trivial, is better than any teaching, however stimulating, is what I deplore."

Lord James was attacked by several delegates for an elitist approach to education. One from Mid-Glamorgan accused him of "educational fascism" and said that his speech, which did not offer equality of opportunity, was "very dangerous".

Another wished Lord James had used the phrase "variety of institutions" instead of "hierarchy". Lord James said "variety" would have been more tactful, asked the delegates not to be afraid of the word "elite". He wondered why it was all right to have elitism in sport, but nowhere else.

## L.e.a.s warned of dangers in shrugging off polys

L.e.a.s were warned of the dire consequences of giving up responsibility for the polytechnics.

Sir Toby Weaver, former deputy secretary for further and higher education at the DES and one of the architects of the binary system, said if the polys were too much for the L.e.a.s to handle, then so might be the colleges of education and colleges of further education.

Some L.e.a.s gave the impression that they either wanted to keep the polys under close control or else be shot of them altogether—"to the relief, what is more, of the rates". But they and the polys ran a risk.

"If the impression were to gain ground that the local authorities were able and willing to administer the polys and other institutions of higher education only repressively, it at all, where would the slippery slope end?" L.e.a.s would soon find their responsibilities drastically reduced if their various further and higher educational institutions went their separate ways.

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## £1,250m cut in spending - official

The Chancellor of the Exchequer has now officially announced plans for a drastic cutback in public expenditure.

Mr Healey told the House of Commons this week that any real growth in public spending was most unlikely after 1976. There would be cuts of "about £1,250m" in government spending after 1976-77 when an extensive system of cash limits would be introduced.

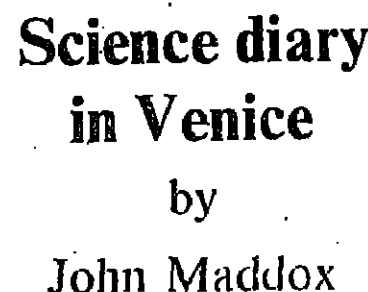
"The general presumption will be that the expenditure of government money, whether directly or in the form of grant, will be within the scope of cash limits rather than the other way round, and I shall need a lot of convincing if it is argued that cash limits should not apply in a particular case," Mr Healey said.

"Public expenditure must be firmly contained for several years. The outcome of the current review, which is bound to require a new look at priorities for public spending, will be announced later this year."

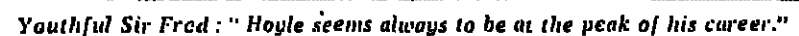








carbon in a star has mostly been turned into iron or nickel, that



universe, much like the one we now see, collapsed into that tiny space. One of the outcomes of that time, says Hovle, may have been a pro-

# A land rich from oil where most cannot read

100-443887-100

**TEHRAN** Villagers will be given financial

**Helped by students**

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although literacy improved between 1956 and 1965, from 14 per cent to 28 per cent, the number of illiterate aged 10 and over increased by 1 million.

## Soisson gives first year report

**by Fay Haussman**

How can Brazil's teenage students

**1050**

## Portuguese as she's spoke

tested for apt and letters courses; the ratio of wrong answers in Portuguese grammar was 62 per cent.

Principal, Banchorynure College of  
Physical Education, Crimond Road,  
North, Edinburgh EH4 4JD.

## Storm over South Africa ban

port last week when the RYA declined to withdraw their invitation to the South Africans. This support amounted to £2,500 for administrative expenses plus all the se-

**get their big chance**

Later in August there are two more representative matches—against Wales at Neath and, for the first time since 1904, Scotland in Perth.

Anya Pent, Monmouth  
Drive, Landscare Road, Telmouth  
or telephone Telmouth 472

28 per cent, the number of illiterate aged 10 and over increased by

ing, "the students are doing their mission." This way it is much more interesting and amusing to learn Portuguese," commented one 17-year-old. "People get to know other people; we correct their errors, but also end up learning."

Most errors found by the students

**THE RAYN TUTION COLLEGE**  
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**COURSES IN OUTDOOR EDUCATION  
FOR ADULTS OR CHILDREN**

**LOCH EIL CENTRE**



ACHDADIEU FORT WILLIAM, INVERNESS-SHIRE  
RYA SAILING SCHOOL  
'SMLTP' Mountain Centre



## LETTERS

## Mismanaging mandarins

Sir,—In his advocacy of a new form of selection in our secondary schools, Stuart MacLure unconsciously reveals the bias in his thinking when he compares B.M.C. Cowley, unfavourably to All Souls, Oxford.

Part of our problem as an industrial nation is that a highly selective and socially divisive educational system has created elitist ghettos like All Souls, where people who don't like to get their hands dirty adopt a superior attitude towards trade and manufacture. Some of the faults which have been noted in B.M.C. are attributable to the influence of these same people on the attitudes of our managers, whose education has often isolated them socially from the work force they end up mismanaging.

The pursuit of a narrow definition of intellectual excellence may have produced a high crop of Nobel Prize winners but we might have

produced even more prizewinners if our selective system of education had not suppressed the talents and discouraged the ability of the greater mass of our society. Those who advocate any selective system are subscribing to the system which has created many of our current social, industrial and commercial problems.

The belief that comprehensive education is a general level of mediocrity overlooks the fact that such a system, at best, offers all children the choice of exploiting their talents and should create a community in which differences of ability are recognized and accepted. They represent the only means of escaping from the mediocre society which has spawned ghettos like All Souls, Oxford.

IAN RODGER,  
17 The Green,  
Brill,  
Aylesbury, Bucks.

## Going for a song

Sir,—I was pleased to see and read the *TES* Extra on Music (July 11), but I was much saddened to find that it lacked reference to vocal music in our schools. It seems, considering the contributions, that singing in schools is on the decline. Surely this cannot and must not be so.

Professor Walker, in his article, rather suggests that the successful teaching of music to the unmusical is impossible. This is just not true in my experience. While I would not encourage any Tom, Dick or Harry to learn a musical instrument, I would give every encouragement to the unmusical (if there is such a thing) and to the slow learner, to join in vocal musical activities.

This has been done in some schools with great success, and has culminated in children from all ability groups taking part in concerts, operas, etc. which Professor Walker

would seem to find "impossible" ("To teach the unmusical to become musical is impossible").

There is so much talent in school children today, that most of them, given the right teaching and encouragement, will willingly join in vocal activities; this applies to boys as well as girls, and every measure should be taken by teachers to foster the interest of all the children and by no means to neglect the vocal sphere.

All instrumentalists should receive some tuition, whether in class or choir rehearsals, in vocal work. If not, they will become like so many of the one-sided musicians and music teachers who work in our schools today.

IAN R. ORR,  
Head of Music,  
Rusworth College,  
Desford, Leicester.

## Evergreen questions

Sir,—With reference to ambiguities and mistakes set in examination papers, I enclose a copy of one question from the wordwork examination, Woodwork O level, University of Cambridge, June 1974.

Classify as Coniferous (C) or Deciduous (D) the following timbers: Teak, Beech, Larch, Parana Pine, Obchee, Corob, etc.

The classification of coniferous and deciduous is a mistaken one, frequently made by people in the trade, and among handicraft teachers. It takes no account of the fact that tropical trees are mostly evergreen. Most students would give the correct answer to Teak by default as it is a tropical tree that, by all the rules, should be evergreen. But because of non-son conditions, loses its leaves during the dry season and thus it becomes deciduous.

No, no! It was just a funny pun

Sir,—I am glad to be able to solve a small, historical problem which has entrained correspondents to your newspaper.

The original source of the pun on the "No No" of the Italian Plo. Nono is, indeed, *Punch*, Volume XLVIII, January 7, 1965, where a Greek entitled "The Plo. Nono" is summarized. The following lines while heretics all, blessed the name of Rome, men cried "No No!"

On the 11th of July 1965, the *TES* reported that the NAS and UWT had agreed to merge.

After the brandy and port were served

Sir,—I reached for my quill pen with great indignation on reading Sue Cameron's report (July 11) on the NAS and UWT. As a member of the UWT Interim Committee I would like to make a few observations on what I considered to be a rather misleading article.

The UWT were at Hills Court on July 11th and it was not until the NAS had been invited to the NAS headquarters that the NAS and UWT had agreed to merge. The NAS had been invited to the NAS headquarters on July 11th and it was not until the NAS had been invited to the NAS headquarters that the NAS and UWT had agreed to merge.

Who, since can but cry "No No!"

Thus the history chief examines neither "transmuted" (pace Mr Chadwick, July 4) nor "transposed" (pace Mr J. R. Stables, July 11) but in fact, faithfully transmitted the historically contemporary pun on the NAS and UWT. We hoped also, by so doing to serve the additional purpose of adding a little variety and humour to the examination paper.

S. G. GARRETT,  
History subject officer,  
School examinations department,  
London University.

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## Open days at the Council

Sir,—You have often attacked the Schools Council in the past, and often with justification. Part of the trouble has been the secrecy which shrouded its proceedings, and part the constitutional Behemoth that has gradually been pieced together in Great Portland Street.

But when, possibly in response to your own criticism, the doors are opened, and the press is admitted for the first time to the meeting of the governing council, what a paltry response that occasion may not seem. It seemed very interesting to your reporter, but it did indicate that a constitutional review had been set in motion, while at the meeting itself an important constitutional change was confirmed, limiting to five years, and in some cases to three, the permitted time that members could occupy their seats on committees.

This was one of the reforms recommended two years ago in your column when Anne Corbett pointed out the deadening effect of those everlasting members. There is, of course, room for further improvement and I hope you will continue to make constructive criticism of the council, but next time this is acted upon, could you not be a little more generous in your reaction?

HARRY REE,  
1c Spencer Rise,  
London, N.W.5.

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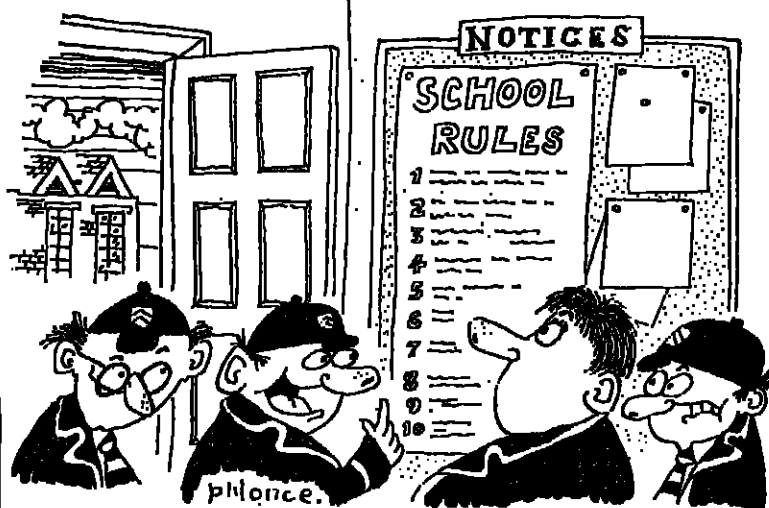
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"Fancy that. 'No smoking in the lavatories' has dropped to ninth..."

## Cutting up a sacred cow

Sir,—In "The knives are out" (July 11) you suggested that, where cuts have to be made, "it might seem more profitable to go for the obvious inefficiencies and you mentioned staffing ratios in some sectors."

May I suggest that the whole exercise of secondary reorganization has been one of the greatest contributors to staffing inefficiencies over the whole field of secondary education.

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This dissemination has totally disregarded the fact that within each school there are only limited numbers of pupils capable of taking advantage of the specific skills offered and has also meant that a large number of schools are deficient in staff in particular academic subjects because there simply are not enough of them to go round.

Does this suggest, perhaps, that there is a case for reverting to schools where large numbers of academically able pupils can be segregated under one roof in order most efficiently to utilise the skills of the limited number of teachers in academic subjects, but I suppose such a suggestion would involve cutting up the most sacred cow of all!

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The Russells at Beacon Hill

Collecting folk songs

Books: curriculum development; archaeology

## The rules of disorder

by Rom Harré and Elizabeth Rosser

As learning seem to involve highly conventional behaviour, fulfilling a meaningless ritual. This is not just an arbitrary theory they have developed, but one derived from their seeing themselves as "having been written off". They [the teachers] couldn't care less if you were going to leave at the end of the fourth year... so ones who were going to leave at the end of fourth year were never there.

Several of the students clocked in at the beginning of the school day and then left. One even went off to work. To their way of thinking, classes were not disorderly nor anarchic, but rule-bound. And these were the very classes teachers and journalists—describe in terms of total chaos.

What are the rules of disorder? Our students shared a system of justification for what they did which involved two major components: the first, an elaborate categorization of occasions of offence; the second, some quite specific principles by which retribution for the offence was meted out.

The first category of offence was rather vague. In the home it was widely referred to as "getting on my nerves". That phrase was occasionally used in school, but much more frequently something of the same sort of generalized offence seemed to be given by what the students called "being boring".

The second category involved more specific speech as "forms of contempt". A somewhat generalized offence which occurred in both home and school was recognized as "treating me like a kid". A second, more specific cause of offence was being given teachers who, for one reason or another, were classified by these boys and girls as "a load of rubbish".

Not surprisingly, the failure of the headmaster to know their names was deeply resented. "You can go in there and he'll say, 'Oh yes, and try to think of your name. He doesn't know who you are.' The consequences of what they saw as contempt were broken windows, stolen light bulbs, and the like.

The worst category of offence, and the one of most interest to us, was indecision or weakness of will by those they expected to be decisive or strong. Though it was regarded as "natural" to play the teacher up, the soft teacher's offence was to provoke more playing up by being soft. These young people found more feebleness by those they expected to respect particularly offensive. Part of the explanation is that it is taken as a way of not taking them (the students) seriously. For example, in the home: "He's not like a father as you'd sort of think of a father... Well, they're supposed to be sort of protective aren't they?" Much the same sort of comment is made about certain members of the school staff, and instances of feebleness lead to rapid and violent retribution.

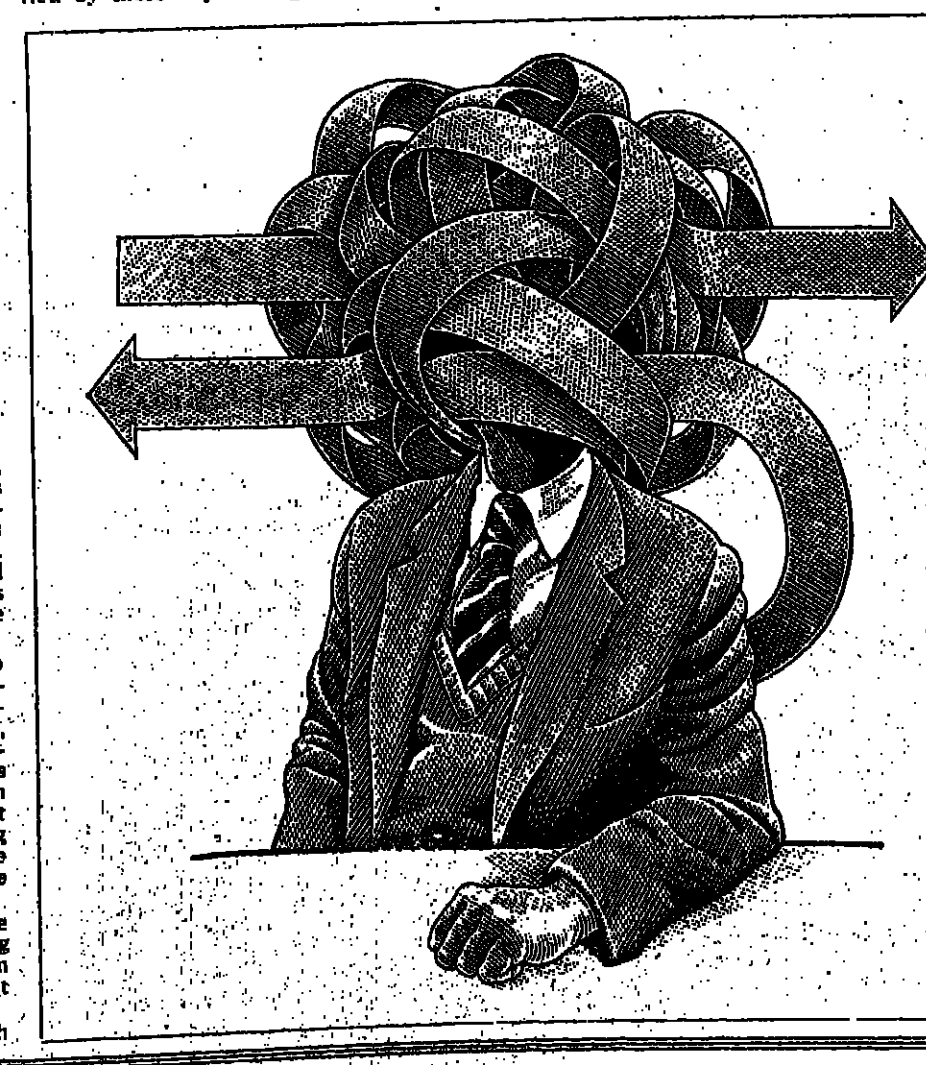
But the most offensive acts of all are when someone who has been feeble "comes on strong", and then, when challenged, gives in. Many examples of this form of insult appeared in our conversations, both at home and in school. There was the father who, after coming to a 15-year-old daughter going out every night for eight consecutive weeks, tried to assert his authority. She answered back, and he abandoned his position, giving her a pound for spending money. Or the teacher who suddenly tried to assert her authority and was met with a volley of missiles, wooden dice, blackboard rubbers and the like.

In categorizing the occasions of offence, we emphasized the importance that the students attached to forms of contempt. But the principle of reciprocity is not applied in their dealing with this kind of offence; they do not see themselves as returning contempt for contempt. The accounts seem to involve an equilibration—that is, when they feel themselves put down, treated without seriousness, they behave in such a way as to restore themselves as mature beings. This then defines the form of their response.

Over and over again, we find that in telling about such an occasion they describe themselves as making a dignified or non-demeaning withdrawal into a strategic silence. Though there are occasions when equilibration is achieved by some positive action, withdrawal seems to be the commonest response. This suggests that forms of contempt are perhaps the commonest reading which they give to the things which happen to them, and which they can attribute to the actions of others.

It is not surprising, therefore, to find Tim Devlin quoting the unfortunate teacher as saying: "The worst thing they did was to ignore you completely." Looking at it through their rhetoric, of course, they were not ignoring their teacher at all. From their point of view they were restoring a measure of dignity and demeanour by a withdrawal into injured silence.

Our analysis has produced a striking contrast between the accounts of classroom situations given by those attempting to impose a reality conjured up by the official rhetoric used for talking and writing about schooling, and the accounts generated by those who use explanatory schema and ways of speech available to people who do not subscribe to or perhaps do not even know what the official rhetoric is.



She burst into tears and retreated to the store cupboard. The pupils then locked her in, not for trying to be strong, but for being unsuccessful and giving in.

A third category is formed by cases of overt insult. Our students regarded this category as very much less wounding, largely, we think, because in these offensive stances, they are being treated as equals. These involve arguing, verbal insulting and hitting.

Finally, there are the offences of unfairness. Here the recognition of students as individuals was involved. A deeply wounding cause of offence involved a teacher or a parent treating a student in a manner which suggested that he or she was the same sort of person as an older sibling who had either offended in some way or was being offered as a worthy model. The student was not regarded as an independent person, but an instance of a type.

There are a number of principles of retribution which are used to explain the sorts of response which the offences bring forth. These fall into two broad categories: principles of "reciprocity" and principles of "equilibration". A principle of reciprocity requires that one gives back whatever one has received, so that in a simple case of verbal insult one returns verbal insult, or on being hit one hits back. As one student put it: "And if they turn nasty, well, we can turn nasty as well." In the second main form of reciprocity, the reciprocal action does not take the same form as that insult. The phrase most commonly used for this is "storming out", and our transcripts are littered with accounts of such occasions. But unlike reciprocity, this seems to be confined to the home.

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12

# The school with a view

Jill Turner on the rise and fall of Dora and Bertrand Russell's school, set up in Sussex nearly fifty years ago



Bertrand Russell took Beacon Hill children for nature walks, to instil 'habits of observation'.

In 1927 Bertrand and Dora Russell could find no school suitable for their children, John and Kate. "Only Neill, and Curry at Dartington, did not have religious instruction," Dora Russell writes. "Most schools had corporal punishment, highly nationalist teaching and compulsory cadet corps." They therefore set out to combine "what we felt was the best" in a large house, Telegraph House, rented from Russell's brother, between Petersfield and Chichester in Sussex.

The new theories of Freud, Adler and Jung had impressed the Russells, as had work by Montessori and Piaget in child development and the processes of learning. School equipment had begun to extend beyond textbooks, but these were tentative efforts. Conventional schools were still built too much around goals set by society and too little around the right goals for children.

Dora Russell quotes in horror a letter written in 1925 by an ex-head of Eton: "Children go to school impressed with the

belief that they have a right to be happy, that God will give them a good time. This is the perversion of true religion, self-denial and obedience."

Bertrand Russell's essay of the following year, "On Education, Especially in Early Childhood", was a marked contrast to those sentiments: "Happiness is absolutely necessary to the production of the best type of human being. . . . The spontaneous wish to learn, which every normal child possesses, should be the driving force in education." Above all, fear was a barrier to inquiry. "Children must feel safe," Dora Russell emphasises. "It is being afraid that is bad for them."

Though academically supreme—Dora had won a top first followed by a fellowship at Girton—neither of the Russells had any teaching experience. They thought the Mon-

essori system of teaching number reading and writing "too rigid" and, like Margaret McMillan in her open-air nursery school, preferred to provide the materials and let the child find his own way. "Nor did we think it was necessarily a good thing for a child to read and become academic too early."

This emphasises a difference between the Russells. Dora Russell's first concern was to produce children of balanced and cooperative character, at ease with themselves and able to draw on their own confidence to play an active role in social change. For Bertrand Russell, the development of the intellect, the awakening of the spirit of inquiry, was of prime importance.

Beacon Hill set out to educate "whole people" and to train the children in democratic processes. Everybody in the school

community—from the gardener to its youngest child—had a vote in the school council, the governing body. "Democracy," Mrs Russell writes, "could spring only from practising it early, and democratic action was not to be expected from young people brought up under a class authoritarian system. . . . Freedom given and understood early enough would result in a natural evolution to maturity and self-discipline."

Those involved in the school say this system worked well. Harriet Ward, Bertrand Russell's daughter, remembers a school council meeting where the children, outnumbering the teachers, abolished the school timetable. This disrupted not only lessons, but also domestic arrangements. Chaos reigned for two days, without meals, baths or bedtimes, and the children grew more and more bored, tired and hungry. They soon rebelled, says Harriet, that "nothing good happened after 9 pm" and their hunger drove them to raid the school larder. They found only a large tin of currants and some sausages and, without waiting to cook them, took them off to the woods to eat. From this they called another meeting of the school council and restored the timetable.

Such lessons taught the Beacon Hill children the give and take of living in a civilised society. Harriet remembers seeing the sun rise as the consequence of her own action. Both Bertrand and Dora Russell had seen self-governing schools in Russia when they visited it soon after the Revolution. It was, Dora Russell writes, "a very live period in Soviet education. . . . Russia was trying out some of the most advanced Western theories and their practice had not yet hardened into a State system." One school "had the feel of a community run for and by children". She was later to recruit a Russian teacher to Beacon Hill, not only to teach the language, but also to help establish the spirit of a child-centred community.

It is a reflection of Dora Russell's affectionate and maternal nature that the school became such a community. Children who could not go home in the holidays were taken into her extended family and travelled to Cornwall with her. One of her lifelong concerns has been the education of children and her book includes a fascinating first-hand account of her campaign to raise the status of women. In her fight for birth control, Mrs Russell was concerned above all that children should not be seen as "superfluous" and that a technological society, she sees the family as central to true civilisation and the school as in her own maternity and the school as a place where children can be creative and which might also be of use to society and, besides, did not involve rivalry or discord between Bertie and myself."

It is probable that Russell was more interested in the ideas behind the school than in the school itself. Although he always found time to explain things to the children, he was a more distant figure. Lily, the school's first teacher, found him strict about timing: "Dora Russell worked out the menus on a typewriter and did the day-by-day explanation with a secretary who also

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We didn't think it was necessarily a good thing for a child to read and become academic too early. Left: Dora Russell and some 'smalls'. Right: a 'big' in the handwork room.

Education and the Social Order, "to bound up with social cooperation." But he also remembers that "He used to throw out all the time across the table. . . . You didn't offend him". This supports his claim that "a modern parent wants his children to be unconstrained in his presence as in his absence; he wants them to feel pleasure in his company; he does not want education Sabath Calm while he is watching succeeded by pandemonium as soon as he turns his back."

Education, Russell was certain, consisted "in the culture of instincts, not in their repression." The instinctive foundation of educational life was curiosity; but in his mind it had to be exercised in a certain way. "There must be habits of observation, of the possibility of knowledge, of peace and industry." Habits of observation were instilled into the children at Beacon Hill on nature walks with Russell.

Dora Russell was concerned, too, that the children should have a "feeling of kinship with their own planet—with animals and things, and with the very stones beneath their feet". Accordingly geology and ancient history were key subjects.

The same forward-looking internationalism made the Russells less interested in national history than most. Also, they plan to teach Spanish, Chinese and Russian—the languages they saw, of these they managed to add only Russian to the French and German that Mrs Russell taught. Basic sciences, too, was dictated by children of four and five in "experiments that showed atmospheric pressure and the properties of water and how they grew crystals in a modest laboratory."

As at Summerhill, A. S. Neill's school, children attended lessons only when they chose. "It was most of the time, Neill in fact agreed to Dora Russell as 'the only other school' where they met at conferences on sex and discussion of sex, politics and religion. "It is there to talk about?"

The 30 children at Beacon Hill were divided into three classes, known as the bigs (10 to 15), the middles (six to nine) and the smalls (three to six). There was also a group of babies under the care of Lily, a nanny of the school staff. Although training for the job had been running in a hand-chip shop in Stockport, she was, according to Harriet with whom she now lives, "all of common sense and love". Now she remembers living up with the other children in a spoonful of "Radio" malt at bed-time and breaking highly of Lily's home-made bread and fruit from the garden. As she went away, it seemed, the children fell ill, and as soon as she returned, they were all well. "I was so silly they felt better."

There were rumours about the school, Lily says, "except for the epidemics caused by people bringing down germs from London". Dora Russell worked out the menus on a typewriter and did the day-by-day explanation with a secretary who also

taught ballet. There were two form teachers and a visiting science master, Barbara Hubbard, who was recruited to look after the smalls and to teach music, claims that it was at the school that she received her own education and intellectual awakening. "The smalls", she says, "just absorbed what they absorbed."

With the Russells' eye to using socialism of the future, cooperation rather than competition became the key to the teaching in the school. There was no grading, but Mrs Russell and her staff are still proud of the plans provided them with a fairly harmless outlet for their violent tendencies.

The children's attitude to personal violence was worked out in the school council. They progressed from "The bigs hit me, so I hit the smalls. That's fair" to considering "it is to forbid 'dozing'". But Dora Russell writes in *The Tamarisk Tree*, "Objection was made to this on the ground that such a rigid rule would certainly not be kept. Finally a resolution was passed as follows: 'This Council disapproves of shoving as a method of settling an argument'. Thereafter when a quarrel broke out, one might see children run up to the belligerents exclaiming: 'This Council disapproves. . . . And in most cases this intervening was effective. Indeed in the prevention of war between nations the United Nations has so far not got beyond the method arrived at by our children."

Beacon Hill is frequently dismissed as an experiment that failed. "The impression too often given is that it was a wild place run by crazy amateurs", Dora writes, and even Lily, the faithful matriarch, says there was an element of "open it with new ideas and see how it works".

A school like Beacon Hill appealed to those who wanted a new form of education and to some who needed help in bringing up their offspring. There were a large number of children of celebrities, of American parents and from broken homes. Bertrand Russell class these "problem children" as one of the major "troubles of the school, one of the major ones, one suspects, sees no child as a problem, disagrees. She insists that "The British don't like children: our friends in Bloomsbury dined out on made-up stories about us."

Neither were some parents quick to pay the bills for school fees. In 1928 the school was costing £3,000 a year. Russell wrote and lectured in America with the profits of public lectures in mind and with the result that he could give the school only intermittent attention. Indeed, Dora Russell resents the assumption that Russell was the brain behind the school, insisting that it was her school and breaks highly of Lily's home-made bread and fruit from the garden. As she went away, it seemed, the children fell ill, and as soon as she returned, they were all well. "I was so silly they felt better."

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Dora Russell in the 1920s.

and Bath, where it continued with dwindling numbers until the premises were taken over by the War Office in 1943. She claims that Bertrand Russell's partial rebuttal of the school and what it stood for was all part of their personal quarrel, and now describes her 16 years running the school—and losing all her money—as "the most painful time of my life."

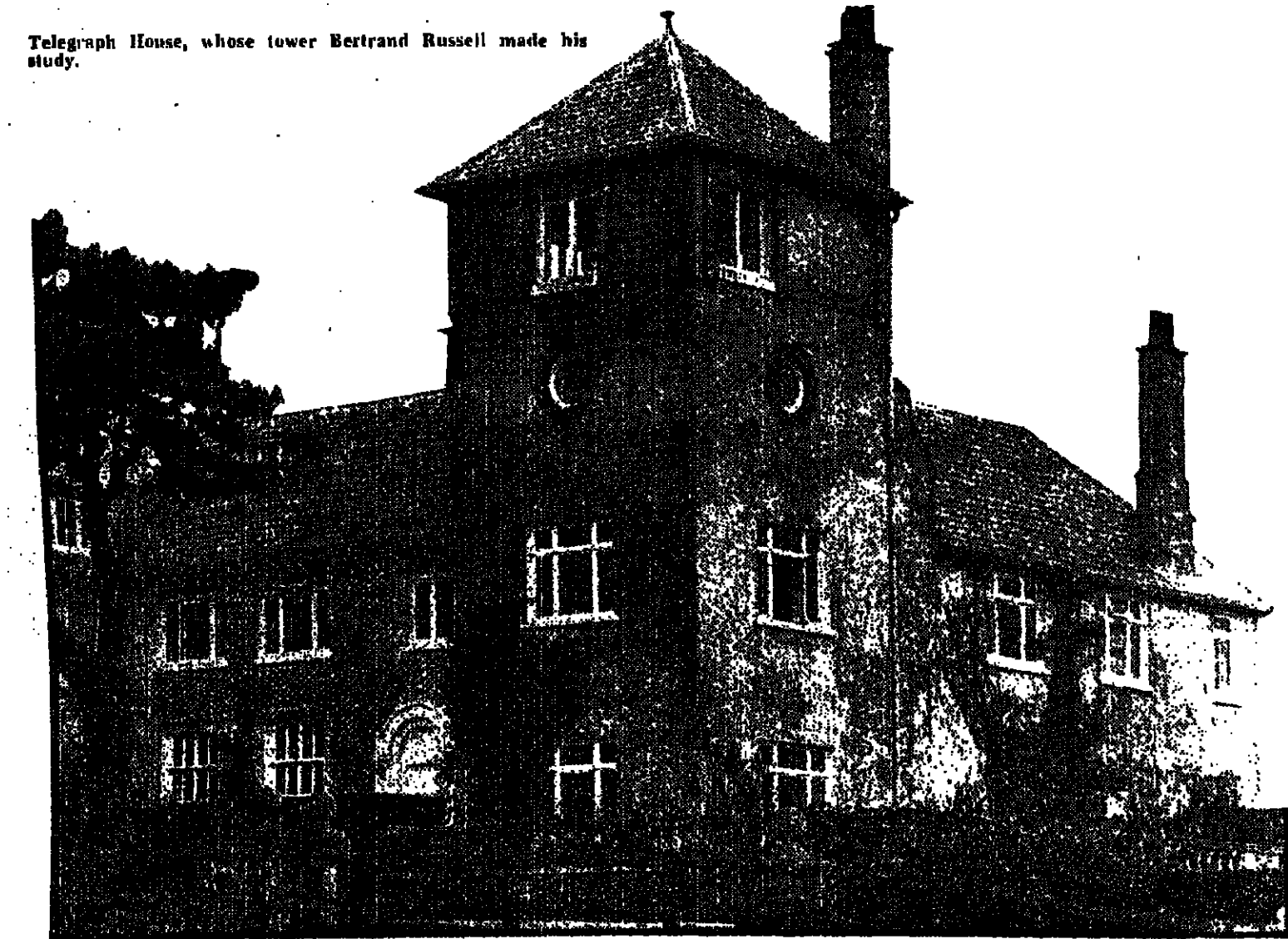
Mrs Russell also feels that perhaps it is wrong to teach one's own children—though Barbara Hubbard says she was at the school two months before she realized that Kate and John were the Russells' children. They have, Dora thinks, perhaps become too cooperative, not able to fight for themselves enough in the world as it is.

"We hoped our children would be able to change society, but it has moved in the other direction", she said in a recent speech. She is rather bewildered by our "technological society" and believes that until it changes or perishes, we have no hope of educating children again. To this end she is active in

the Conservation Society, of which (as of the National Council for Civil Liberties, 40 years ago) she is a founder member.

It is perhaps difficult to appreciate just how progressive Beacon Hill was in 1927. Mrs Russell herself writes in *The Tamarisk Tree*: "Many of the principles on which the school was founded are now current theory (though certainly not current practice) and must seem like platitudes." But she thinks a school like here could not exist nowadays because children have to pass exams. However, it is probably many years since Mrs Russell visited a state school and she would be pleasantly surprised to see just how much her methods and principles have been absorbed. Beacon Hill, like Summerhill and the White Lion Free School today, experimented with extremes, but, in so doing, shifted the norms of education.

"*The Tamarisk Tree*" was published earlier this month by Elek/Pemberton (1995).



Telegraph House, whose tower Bertrand Russell made his study.



# The test of time

J. M. Thomson talks to Maud Karpeles about her work as a collector of folk songs

To watch Maud Karpeles, one of the great English folk song collectors, cross a room or descend a staircase, is to know what she means when she says "The only thing I've been really good at is dancing" and why Vaughan Williams used to say "Maud's dancing always made me cry, for she moved like a leaf, like a swallow". Now nearing 90, she has just published the crowning achievement of her life, her edition of Cecil Sharp's *Collection of English Folk Songs*, a monumental collaboration which began in 1909 and which has already resulted in the similarly authoritative *collections of English Folk Songs from the Southern Appalachians* (1933, 1960), which she and Cecil Sharp collected during visits in 1916 and 1918 and in her own *Folk Songs from Newfoundland* (1971), when in 1929 and 1930 she toured around the outposts by motor and towing boat and danced sets and reels at Stock Cove amidst the magnificent stepping of the men.

Her needle-sharp mind, her inability to take anything on trust, her sense of challenge, for she likes nothing better than a good argument, make her an ideal subject for one of those Sunday supplement surveys on "How to keep young and alert", something which she herself would scorn. "I'm not as quick as I used to be," she laments. "Oh, you should see the mistakes that have got through."

The Cecil Sharp collection contains hundreds of songs that we have all grown up with, many in fascinating variants. There were the Child Ballads, songs of love and courtship ("Dabbling in the Dew", "My Man John"), of thwarted love, lovers' farewells and returns, falsehearted lovers and seducers, the burdens of single and married life ("The Unmarried Maiden's Lament"), adventures and, crafty maidens, rakes, robbers, sailors, soldiers, nonsense and nursery songs, a compendium of life before the Industrial revolution, the onset of factories, developers, high rise and cement.

It pleases her that publication took place during the fiftieth anniversary of Cecil Sharp's death and she hopes that it will serve as some sort of memorial to his work for English folk music. Cecil Sharp collected nearly 5,000 tunes, nearly 3,300 in England and the remainder in the Appalachians. "I wish I could have published the whole of the 3,000 odd tunes in the English collection," she comments, "but this was not practicable. I've excluded dance tunes, singing games and sea chants, but this still leaves 2,470 song tunes or tune versions. Of these I've selected 1,165 tunes comprising 413 separate titles. The song tunes I've excluded were those that were only partly remembered, a very few of the doubtful folk provenance and versions in which the differences were so slight that they threw very little additional light on the tune. Despite these omissions one can say that these volumes contain the corpus of Cecil Sharp's folk song collection. One of its chief values is that versions of each song are assembled together, so that it is easy to make a comparison of them. A great deal can be learned from a study of these tune versions, for they reveal how the creative process of tradition operates by combining the elements of continuity and variation. Hindemith once said to a pupil, on giving him a copy of the Appalachian collection: 'You want to understand about the process of composition—it's all in this book.'"

No two traditional singers will sing identically the same way. Until recently the song lived by oral transmission and the singer would unconsciously make slight changes in it according to his personal feeling. But only such changes as pleased his fellows would be passed on and survive. So it is true to say that the songs that have come down to us represent the creation and expression of the English people as a whole and may be regarded as our national heritage.

One school of thought holds that folk songs are debasements of original compositions made by an individual. Maud Karpeles disagrees. "An individual may have had a hand in the composition of a folk tune, but were that the whole story how could we account for the fact that there exist numerous equally fine versions of the same tune, as witness this collection."

These highly-priced volumes are intended basically for libraries, for scholars and music



students, though Maud Karpeles hopes that music lovers will enjoy dipping into them. For popular use she has another two volumes. In the press at the moment called *The Crystal Spring* (Oxford University Press). "This is a selection of 140 of the songs—just a single version of each, with guitar symbols added. Some of the songs, or different versions of them, have been printed before, but alas, the majority of Cecil Sharp's song and also dance publications are now out of print, so the forthcoming selection will meet the need that has arisen."

In the definitive edition the tunes and the words are published exactly as Cecil Sharp noted them. Unfortunately, the words are normally far inferior to the tunes. This is probably due partly to lack of memory and partly to the influence of the printed broadsides which almost to the beginning of the present century were circulated among country people and used often to contain debased forms of the words. "Contrary to the opinion that is often expressed, the songs contain little that one

might call bawdy or indecent. In the early part of the century collectors found it necessary to omit some forthright expressions which the freer conventions of the present day would accept without question. Unfortunately, the bringing to light of a few of these outspoken lines has led to a false impression of the original unadorned words. In the true idiom of the people a delicate and often poetic symbolism is to be found which is far removed from the double-entendre of more sophisticated society."

This collected edition is without accompaniment, the way the older generation of traditional singers always sang the songs. "This is perhaps the ideal way of presenting them," Maud Karpeles believes, "for they were conceived melodically and are complete in themselves without harmonic support. I remember once a traditional singer in Dorsetshire, who was criticising the performance of a radio singer, concluded his remarks by saying: 'Well, suppose it was very nice for him to have the piano to sing in, but it does make it very awkward for the listener.'"

"However, it is possible for a sensitive and perceptive musician to provide accompaniments that do not get into the way of the songs and may even enhance them, provided, of course, that they emerge from the songs itself and are not a mere added embellishment."

Can a professional singer be enough at home with folk song? Maud Karpeles' extensive experience with present-day professionals has been positive. "The opinion is widely held that folk song lies outside the professional singer's competence and that a well-trained voice is a handicap in the singing of folk songs. This may be true of the singer who regards the production and quality of his voice as an end in itself instead of using it as an instrument to give expression of the song. On the other hand, a good singer will so far have mastered his technique that it does not obtrude but helps him to portray the style and significance of the song he is performing."

"I think that most professional singers of today consider folk song to be beneath their notice. They never become really familiar with them and they mistake simplicity of expression for lack of content. This is, of course, a fallacy, for as Kodaly has said: 'The artistic value of the best folk song is by no means inferior to any great work of art.'"

In the earlier part of the century there were a number of professional singers who habitually sang folk songs. These were those magnificent singers, Campbell McIlmure and Plunket Greene, and I am glad to say there is a record of Plunket Greene singing "The Poor Old Horse". And then, rather later, there was Stewart Wilson and Clive Carey."

On the other hand, Maud Karpeles believes that the enormous popularity of folk song and folk dance today, especially among young people, has led to a deterioration of standards. "With the songs, the most unfortunate feature has been the confusion between popular songs composed by an individual and authentic folk songs, that have been handed down by oral transmission. This adds to the very much, especially when I think of the struggle that Cecil Sharp had in the early days of the revival to gain recognition for the authentic folk song."

"Also the presentation of the genuine folk song leaves much to be desired. I think that much of the fault comes from the idea that folk songs belong to the product of those who have had but little education and who have had but little education. But the best of the traditional folk singers—their art, of course, all good—have a fine artistic sensibility which is natural and inherent."

The songs themselves are no more museum survivals than is a renaissance chanson or medieval lyric. Cecil Sharp's aim in collecting these songs and dances was not to preserve them as relics of the past. He recognized their living vitality and with the real of a missionary he set himself the task of transmitting them from the small village communities where they were being practised to the whole nation. He realized that to get the best means of doing this was to get them taught in the schools. There were many initial difficulties and controversies, mainly on the question of what constituted a folk song. But Cecil Sharp was not to be deterred and after a fierce struggle with the authorities he won his way. And was not his death in 1924 a support there was not a primary school in England in which the songs were not practised."

"I am not now in touch with the education world, but I understand that in the last years folk music no longer occupies a high place in schools that it once did. This seems a great pity because folk music, as I said, is the also Vaughan Williams knew full well, is the natural basis on which to build a national musical culture. Folk music, like the classics, has stood the test of time. Though it is great in fact it has the essential qualities of great art and it absorbed in early childhood it will undoubtedly lay the foundations of musical taste."

What are Maud Karpeles' own favourite folk songs? She will not be pinned down. "Whatever I happen to be singing at the moment," she replies. "I have two volumes. Oxford University Press. £4.00 net per set."

## Chess player in a world of draughts

David Jenkins on the work of Lawrence Stenhouse

*An Introduction to Curriculum Research and Development.* By Lawrence Stenhouse. Heinemann Educational. £5.50 0435 80850 8. Paperback £2.25 0435 80851 6.

Lawrence Stenhouse is an enigmatic figure in the curriculum landscape; complex, original, avant garde, misunderstood. Now he has written out purposes (not unreasonably) in approximate to a basic text book in curriculum studies, but which is more easily seen as an elaborate of the evolving Stenhouse curriculum research. The book is between these conflicting poles runs deep. An *Introduction to Curriculum Research and Development* is, in both senses, an apology for a text book (seen by its author both as "falling just" and as "proceeding a little" beyond the usual curricular perspective). It is also a geographical as well as intellectual: Stenhouse over-features the work of his immediate colleagues, at times seeming to pull together disparate work towards a University of East Anglia village manifesto. The book's blessing upon the work of the project when the trial school teachers, preaching the "new professional ethic" of neutral chairmanship, seemed more right-minded than the Scribes and Pharisees at the centre, concentrating increasing attention on "the culture of social science research".

Increasingly, too, the book gets a foothold on the wider discourse, courting first through an attempt to create "a discipline of discussion", fellow-travelling with Bernstein in that it "explores his area of interest, although not in the light of his theory."

Curriculum research and development is represented as contained within a world of schools and school life that it is increasingly possible to describe, analyse and speculate about. In brief, teachers must deal in public knowledge, selected from society's intellectual, emotional and technical capital; knowledge is typically "leashed" by reference groups outside the school. In Stenhouse's world-picture, this, epistemology is as helpful as it is useful. Its author is a known delinquent in the behav-

would settle happily for the chess player lost in a world of draughts. The chess metaphor is apt. In another sense, for the ambivalence of the book, the metaphor allows Stenhouse to adopt the guise of a chess correspondent licensed to annotate games in many of which he himself not only played but employed the same sacrificial attack.

And yet this paradox is remarkably close to the central theme of the book, for the degree of detachment applied is precisely what Stenhouse sees as the first condition to be met by the curriculum researcher, an ability to see his own ideas not as convictions but as "hypotheses to be tested". This accords with Stenhouse's view that the curriculum problem is "nearly concerned with disciplining aspirations by reference to practice. Even the history of the Humanities Curriculum Project may be viewed (as it is here) as Stenhouse's attempt to examine objectively and dispassionately the effects of trying out in classrooms ideas which just happened to be his own. This in spite of the embarrassing period towards the end of the project when the trial school teachers, preaching the "new professional ethic" of neutral chairmanship, seemed more right-minded than the Scribes and Pharisees at the centre, concentrating increasing attention on "the culture of social science research".

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lour objectives debate. Labelled as "speculative", it is allowed to co-exist with the sociology of knowledge school (which incidentally is poorly represented in the bibliography), the book being down with the lamb everywhere except in that naughty London Institute.

One problem is how to annotate the various games fairly. Robert Stake is said to have made "a rather odd move" in adopting the term "intent" in his model for evaluation. (Stenhouse prefers "hypothesis"). Some comments are cryptic, even over-sharp ("Young is grossly unfair in attributing to first a naive absolutism"). But there is a genuine aspiration to represent viewpoints adequately before judging them. Yet in an account of curriculum planning by behavioural objectives said to be "relatively free from explicit criticism" we learn that the quotes given are "from prominent workers... not unfairly chosen to catch them napping". Other positions are given even shorter shrift, as when B. F. Skinner is made to keep company with "the 'transformational' or 'responsive'". And yet he ends up distinctly tangential to the field, traditional or modern. Indeed, this volume charts a further move in Stenhouse's growing hostility to the active of curriculum evaluation as currently practised and conceived. This is partly because evaluation is in direct rivalry to curriculum research. When Stenhouse writes "the posi-

tion assumed by the evaluators is likely to block progress in research-based innovation" he means precisely that, and isn't only thinking of the ambitious Macdonald. The fairest way I can think of to represent his position is to propose a Stenhouse's Law, CR=D+K. His "curriculum researchers" thus combine the talents of developers and evaluators, and do so by virtue of a detached view of the propositions they themselves advance, redefined as hypotheses and approached in a spirit of inquiry. Only in this way will it be possible to evolve a research community of teachers, who can turn curriculum development from a social movement based on beliefs into a school-based reflective enquiry concerned with the gap between educational aspirations and curriculum practice. Outside consultants may help, rather in the manner of Elizabeth Richardson at Nailsea.

Sadly the book, less convincing on the methodology of self help which, reflectiveness and pondering the logic of a programme apart, boils down to a choice between the employment of outside consultants and various category-based observation schedules. This lends irony to Stenhouse's earlier assertion that the dichotomy in curriculum may be between "Haig's headquarters and the mud of Flanders". But all in all this is a profoundly important book. It will be read widely, and not only in the Open University, which has made it a set book.

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## THE CAROLINGIAN RENAISSANCE

Ian Caruana

*The Coronation of Charlemagne.* By Robert Foltz. Routledge and Kegan Paul £5.75. 0 7100 7847 1.

In Christmas Day, 800, in St Peter's Basilica, Pope Leo III placed the imperial crown on the head of Charlemagne. In some historians' eyes, this act was charged with significance to others it was an empty gesture. In either case, the question is whether the coronation, learned, possibly irrelevant, probably insoluble, but potentially productive of fine historical reasoning.

Robert Foltz is caught up with both the significance and irrelevance of the ceremony. His book is part of a series of 30 decisive days in the creation of France which is being edited by Robert Foltz. It is a book which he knows that it was what Charlemagne was that caused him to become Emperor and not the other way round. It was Charlemagne's coronation that was significant for Europe (in that order), not his coronation. Nonetheless, the editing and the series of 30 decisive days are important in their own right and for what they tell us of the European political life of the period.

Beginning with a summary of the part of Charlemagne's reign as king of the Franks, Foltz shows him before the outstanding ruler in Europe. Side by side with the developments in thought and action, Foltz gradually from the Carolingian system that enabled France to come into being.

Carolingian Roman Empire is placed on Charlemagne's analysis of what the empire means, the ceremonies and the political implications. He appends a short history of the imperial idea among the squabbling descendants of Charlemagne.

Inevitably the reader learns most about the intellectual world of Charlemagne's advisers, Alcuin and his fellow bishops. To some extent, his ideas are on the level of political theory and it is questionable what effect the adoption of a title with a nice shade of meaning has in the world of politics and international relations. Nevertheless, the fact of St Augustine's *City of God* or the precedent of Constantine being alive in the mind of Alcuin is of interest in itself.

As for Charlemagne, he clearly must have absorbed the ideas that were presented to him and what he really thought is lost. His state of mind can only be judged by his actions and these do no more than suggest a statesmanlike approach to changing political demands. The reluctance to be crowned that Einhard describes is part of the play-acting that a humble prospective Emperor should go through or else it is Einhard projecting on to Charlemagne what he has learnt about how an Emperor should behave.

Leaving aside the intrinsic interest in the revival of the Empire, the long-term significance for France was probably negligible. Ferdinand Lot said that it was the very fall of the Carolingian system that enabled France to come into being.

Foltz agrees that France probably originated from the Partition of Verdun in 843, which dismembered the Empire, but sees it based on Carolingian foundations. He also regards the potency of the Charlemagne legends in medieval France as a measure of Carolingian influence on French political development.

Because the Capetian kings capitalized on the mystique of Charlemagne that is not evidence that they also inherited what Charles really stood for. In fact it was probably Germany who inherited both the title and the task of trying to reconcile imperial power with the strength of local kings and nobles. And if anyone gained by the restitution of the Empire it was the Papacy. Admittedly Leo III's actions brought no obvious benefits, beyond putting Rome under Frankish protection (and domination) rather than Byzantine. But in the long run this was just one stage in the complete emancipation of the Papacy.

Foltz is thorough, interesting and readable on a subject that could so easily have been obscure and tedious. Sometimes, however, his argument is not quite rigorous enough when he suggests a point rather than proving it. This is often a result of lack of evidence. His documentation of his case is also strange. Instead of footnotes there is an appendix of extracts from the sources. While this is not a substitute for a more traditional approach, it should not divert attention from the fact that this is a serious and valuable book.







## 18 Books/Archaeology

## NEW FIELDS OF STUDY

D. H. Trump

*British Prehistory, a New Outline.* Edited by C. Renfrew. Duckworth 1978. 0 7156 0671 9. Recent work in Rural Archaeology. Edited by P. J. Fowler. Monograph Press 1978. 239 00140 6.

The archaeologist frequently finds himself in an embarrassing position. It is suddenly pointed out to him that everything he had been brought up to believe on some point no longer applies and, what is worse, no one now can understand how these earlier beliefs could ever have been taken seriously. There will be a long time lag before someone comes along to tell him what he is now to believe—at least until fashion changes once more. Professor Renfrew, in *British Prehistory*, does just this for us.

Here, at last, we have the radiocarbon results, and the recalibration of the radiocarbon results, assimilated into the story of our country's past. Further, as Renfrew points out in his excellent historical introduction, this opens the way for much more interesting questions: "Why?" "Where?" "When?" "What?" and "How?" The book is even claimed to be, in no true sense, a history, but a chronicle to end all chronologies.

For example, the discovery that some hill-forts at least were built before the introduction of iron is only a first step towards the better understanding of how they came about at all. What we are seeing is a welcome change of emphasis towards explanation.

Wise, it was felt that no single person could cope with these exacting demands over so broad a field, but, as so often, strict editorial control is needed to prevent separate contributions from showing up each other's faults. Each one is, however, excellent in itself.

Mellars on the Palaeolithic and Mesolithic makes clear sense of periods which have always been difficult to get into perspective. But radiocarbon has wrought few major changes here, and the scope for explanation remains slight when the surviving material is so deplorably scanty.

Smith on the Neolithic has taken a more rigidly chronological line. It seems a pity to dismiss contributions from showing up each other's faults. Each one is, however, excellent in itself.

## MEDIEVAL GROUNDWORK

Alan Carter

*Fieldwork in Medieval Archaeology.* By C. Taylor. Batsford £4.00 0 7134 2850 3. Paperback £2.50 0 7134 2872 4.

This is a well-produced and useful book with a deceptive title. The author is absolutely right when summing up the content of the volume to say "all this and much more is still waiting for the Total Field Archaeologist"; how much more is easily seen by anyone looking at either *Beresford's History on the Ground* or, more particularly, Hoskin's *Fieldwork in Local History*. Unlike these, or his own *Cambridgeshire Landscape*, which includes fieldwork on both the standing structures and topography of existing villages and towns, Taylor's approach here is essentially earth-shaking, the earthworks of deserted villages, castles, etc. and restricted to the surface of the ground. These omissions, however, are far less worrying than the author's ambivalent attitude to the status and role of medieval archaeology. He appears to suggest that on one hand it can stand almost on its own—most archaeologists... at best will only want an historian to provide them with information in order to find or interpret... sites; on the other (and with far more truth) that "it

The extra space needed for the Neolithic—here 28 pages—could surely have been won from the Bronze Age's 58 pages of text and 39 of footnotes. Once *Bates* gets away from his bronze typologies, he too has very worthwhile points to make, as on the social significance of secondary burials and the origins of the water cult. He also gives us a masterly judicial summing up of the controversial Wessex/Mycenae links, but I remain uneasy about the present popularity of astro-archaeology. How many readers noted the news item that the sunrise on midsummer morning, 1974, was the first to be visible from Stonehenge for 10 years? And we are supposed to be now in a warm, dry oscillation of the post-glacial climate. Circular arguments are commoner than circular stone-settings.

Clunif perhaps comes closest to what the editor clearly had in mind: *Chronology, reassessment of interpretation, a search for explanation* are all admirably discussed in their Iron Age setting. Yet one can understand the relief, dangerously misleading though it is, felt by the historians when at last they have someone, Julius Caesar, to tell them what really happened.

*British Prehistory* is a book that many will need on their shelves. Most readers will be content to borrow *Rural Archaeology* from a library. It is not easy to deal fairly in a short review with the nine separate articles brought together by P. J. Fowler. Perhaps the best course would be to pick out those which offer the most stimulating new ideas.

Wainwright on the houses gives us just those attempts at explanation which were lacking in the other volume. Mackie treats the phenomenon of the brochs, equally usefully, though not everyone may be convinced by the unit of measurement argument. Taylor's theme is caution rather than explanation—do maps not distribution of finds or distribution of research? Caution is also stressed by Wade-Martins, who shows that the plans of his Norfolk villages have altered several times between their Saxon foundation and their accurate survey in recent times, and that any interpretation must allow for this.

What shines through all these articles is the fascination of every corner of the English countryside, readily available to anyone who cares to ask it direct questions about its past.

## POTTERY: SAXON TO SAINTONGE

Lloyd Laing

*Medieval Pottery from Excavations.* By Vera I. Evison, H. Hodges and J. G. Hurst. Adam and Charles Black 1978. 0 212 97009 7.

Since 1934, when Dr G. C. Dunning published his pioneer study of imported medieval polychrome pottery in England, he has led the study of medieval pottery in Britain and through his work has done much to advance medieval archaeology as a whole. It is appropriate, therefore, that this *Pottery* should be a collection of studies on medieval pottery, though it should not blind the reader to Dunning's achievements in other fields.

In all, the volume is a worthy tribute, and the editors must be congratulated on bringing together the 10 studies in a single book. The first part discusses mainly technical aspects of medieval pottery, and of the studies in this section the most useful is undoubtedly John Mundy's study of the topology and structure of medieval pottery kilns in Britain. It is to be regretted that, in opening chapters by Henry Hodges, is in many ways the most



An illustration of a wine vessel which appears in 'The Ancient World' by C. W. E. Peckett and H. Loehry in the Evans Data Book series. At £3.95, it is an attractively presented reference book.

## ROMANO-BRITISH TRIBES

*The Cornovii.* By Graham Webster. 0 7156 0832 0. *The Trinovantes.* By Rosalind Dunning. 0 7156 0842 8. Peoples of Roman Britain Series. Duckworth £6.95 each.

Under the general editorship of Dr Keith Branigan, and with the appearance of its third and fourth volumes, the Peoples of Roman Britain series is now firmly launched. If one of the earlier volumes was a little shaky, there is no sign of that in *The Cornovii*, by one of the masters of Romano-British archaeology, or in *The Trinovantes*, by one of that small group of younger archaeologists who have done so much in recent years to realise the opportunities offered by archaeology in towns.

These two books follow the same framework as the previous volumes, dealing with the pre-Roman state of the tribe, its history down to AD 367, the routes and towns of its territory, rural settlement, industry and the economy, and "the late fourth and fifth centuries". As more volumes appear this framework grows in value, allowing comparisons and contrasts to be drawn across Britannia as a whole, and providing a useful basis for study both in the sixth form and at university. When the books are so up to date (each refers to discoveries as recent as 1973), this value is doubled and ensures the coherence of the whole series.

superficial, being a general discussion of the status of the potter in medieval society which has no bearing on pottery from excavations. Four studies cover the Anglo-Saxon period; of these the provisional survey by Philip Ralutz of the pottery of Somerset from the end of the Roman period to the Norman Conquest is among the most useful, though Martin Biddle's study of Winchester Ware, a class of late Saxon glazed pottery, also has wider implications for the study of late Saxon ceramics as a whole.

The most important papers are those relating to later periods. Bernhard Bachmann's survey of Slegberg ware from the twelfth to the fifteenth century listing and illustrating nearly 200 types, is of fundamental importance in the study of early stonewares, while John Hurst's study of sixteenth and seventeenth century Saintonge wares will be found invaluable by excavators in this country.

The line illustrations are of a uniform high standard throughout, but the plates are greyish and Plate V is uninformative.

*Scotland: An Archaeological Guide.* By Euan W. MacKie (Faber, £5.50, 0 571 09871 1). Paperback £2.95, 0 571 0735 4. It describes a representative selection of Scotland's archaeological monuments, giving a good sample of Scotland's pre-medieval history. It is designed for the well-informed tourist rather than the archaeologist, but that will not stop the specialist using it to get around. Descriptions are concise, telling you just enough to understand the sites, and directions seem clear.

*Houses, Villas and Palaces in the Roman World.* By A. G. McKay (Thames & Hudson). Aspects of Greek and Roman Life £8.00, 0 500 40023 7. It provides general discussion of the principles, architecture and decoration of Roman housing at all social levels. It lays heavy emphasis on Italian examples but discusses Etruscan and Hellenic origins and surveys the provincial situation. Replete with ground plans, reconstructions in line drawings and good photographs, it produces a wealth of information under one cover.

I.C.

There is, naturally, a good deal of purely archaeological evidence, much of it concerning protohistoric pottery, with drawings, that the historian will tend to find of little use. This inclusion is essential, however, for the construction of archaeological land in this case to a large extent cultural groupings, when the remaining material-culture background proves to have been relatively uniform over a very wide region. But, and this is in line with current archaeological approaches, equal space is devoted to settlement history and the prehistory of Germanic culture; technology, art and warfare, and the not inconsiderable remains and traces of religious cults are also very competently and fully covered.

Why is this an important book? Dr Todd provides, at numerous points in his text, a good many clues. The language is lucid, witty, and in this review it is written, in which this reviewer is a son, descendants selectively introduced to the world of the fourth (or late third) century A.D. English history—which I oppose, momentarily, to British history, something that involves Celts and even early Indo-Germans—in a limited sense with Angles, Saxons, Jutes, Franks, Hengist and Horsa.

In a wider sense, and this has been abundantly demonstrated in the trend of Anglo-Saxon studies over the past few years, we must now look across the eastern sea to the Continental homelands; not only for material culture, but also for religion, traces of custom, early laws, social institutions, and, of course, the linguistic background. This is the world of the Early Germanic, and it is not Dr Todd's fault that this, the obvious title for his book, has already been used by a fellow-scholar from Nottingham, E. A. Thompson, in 1965, in a description of another map series of Germanic-speaking peoples.

At one stage, interest in these northern barbarians was primarily a side-line of the classics, with comparatively little field-work. Todd says, "The immense amount of work done by Germanic archaeologists in particular has never been discussed as a whole in England," and he offers his digest primarily for the edification of university students—few of whom are able to may as well admit, will be able to read the original German reports. Beyond this point, the source material is difficult to follow, and the archaeological background to cut and historical background to cut and island story will have cause to be grateful.

## ANGLES SAXONS, JUTES AND FRANKS

Charles Thomas

*The Northern Barbarians.* By Malcolm Todd. Hutchinson University Library £5.50, 0 09 122220 6.

This is a straightforward, business-like, and very badly needed book. Malcolm Todd knows his sources at first hand. He also knows how to organize his material to best advantage, and writes in a terse but thoroughly readable style (by no means a constant concomitant of scholarship). His Northern Barbarians have nothing to do with the Picts, Scots, or Irishmen's Wall; they are the early Germans, the most important group of these peoples who lived outside the bounds of the Roman Empire in Europe. Chiding, quite rightly, his compatriots for having long paid more attention to the Celtic than to the Germanic, Dr Todd now gives a digest of a good many fruitful decades of archaeology in Northern Europe, most of it published in German, or in Scandinavian or Slavonic languages, and sets this against the backdrop of classical ethnographic writing. In this latter field, too, he sheds the same confident scholarship, correcting Caesar's over-enthusiastic generalizations, and helping us at many points to fresh understandings of Tacitus's great Germania.

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## 19 Books/History

## FROM OUR OWN CORRESPONDENT

Michael Yates

*The Times Reports: The American Civil War.* Edited by Hugh Brogan (1978) £2.20 0127 8. *National Government 1931.* Edited by Colin Bell (1978) £2.20 0129 6. *The French Revolution.* Edited by Noel Ashcroft (1978) £2.20 0129 4. Times Books.

What is nice about *The Times Reports* is that they attack the problem of history on two fronts. The bulk of the text is contemporary, and unadorned by hindsight. Crises and standstills stand alongside perceptions. At the same time, the editors offer a commentary that in the best case (Brogan's essay on the American Civil War) is not afraid to be scathing. The result is a reading of tension between the main text and the commentary that drops the burden of judgment squarely on to the reader.

The technique works best in the American book because this is the period in which *The Times* was so much in the vanguard of the new history. In this latest field, too, he sheds the same confident scholarship, correcting Caesar's over-enthusiastic generalizations, and helping us at many points to fresh understandings of Tacitus's great Germania.

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## QUESTION BANKS

Colin Bayne-Jardine

*New Syllabus Tests: History.* Book 4 Britain 1760-1914. Book 5 Britain 1815-1955. By Peter Lane. Methuen Educational 77p each. *Objective Tests in O Level History: Europe and the Modern World 1870-1970.* By Ernest Clarke. John Murray, 80p.

The two additional volumes to the Methuen series contain a further variety of bank of questions using a multiple-choice, sentence completion and comprehension based on a short extract from a document, a cartoon, a map, or a photograph.

A criticism here is that cartoons from *Punch* are becoming over-used for such tests. There is a danger that our perspective of the past will become somewhat quirky. A question on the cartoon showing the German boy asking what is falling out of the German's pocket? Interesting questions regarding sausages and national stereotypes are, of course, avoided.

Such a bank of questions is a useful addition to a history teachers' annuity but all such books should carry a serious warning. If this sort of test paper begins to dominate history teaching then students will develop a simplistic and telegraphic view of history. Answers to most questions raised by a study of history cannot be found set out neatly at the end of a book.

Ernest Clarke's book is intended for O level students and illustrates that these sort of questions are not easy. In this book there is an attempt to do more than the single answer to questions by giving an assertion and a reason and then asking the candidate to state whether or not they were true or false. This is an interesting technique but once again complex issues

tend to be reduced to simple and single reasons. As a matter of interest one penny buys more test items in the Methuen series than in either of the other series. However, it is important to note that the books in the Methuen series do overlap.

*Modern European History: A practical guide.* By R. R. Sellman. Edward Arnold, 88p 0 7131 1827 N.

The danger inherent in the over-emphasis of new techniques of assessment in history are neatly brought out in this book. European history from 1789 to 1970 is reduced to a series of notes, diagrams, and maps. The author points out that the book is only intended as a framework to be filled out but then fails to give the student any guidance as to further reading.

The book is in black and white throughout and will please a Mr Grading. It will certainly encourage students to question as to read with interest and care. The maps are usefully linked to the text but they are small and sometimes far from clear. On page 47 the original Schlieffen Plan is shown as crossing the Dutch territory of the Maastricht appendix. It is not clear from the map that this is Dutch territory nor is there any explanation of the reason for the narrow German front at Liege in 1914.

Any system of assessment which encourages basic notes of this sort must be suspect. We must be ready to adopt and to use new techniques of assessment, especially when they have been carefully thought through as in the case of multiple-choice tests discussed in this review. However, we must be constantly on our guard against reducing history to a dull framework without life or sparkle in our efforts to make it simpler to teach large numbers of students.

## ASPECTS OF BOSTON

*An Atlas of Boston.* By F. Mulgrave and N. Wright. £3.60, 0 902662 79 7. *Boston at War.* By Al. Middlebrook. £1.20, 0 902662 62 7. *History of Boston Series.* Numbers 10 and 12. Richard Kay Publications, 80 Stoughton Road, Boston, PE21 8EU.

These publications represent a very good standard of local history and for a town of Boston's size they are outstanding products. Martin Middlebrook, an established war historian, looks at Boston's contributions to the Boer War and the two World Wars. He follows the fortunes of Boston men at the front, at sea and in the air. He describes recruiting campaigns and their relative effectiveness in Boston and the nearby villages; and he records how Boston civilians got through the dangers and privations of a port at war.

The atlas is on a larger page size and accommodates 24 maps and plans, nine of them reproductions of originals dated between 1675 and 1972. The other maps have been specially drawn, some of them in several colours and depict various aspects of Boston, including its regional setting, land use, ages of buildings and boundaries at various dates.

There is a commentary on the maps, which draws out significant interpretations and sets limits to the reliability of the older maps as historical source material. Where appropriate supporting statistical information has been included and sources are fully acknowledged.

Dennis Mills

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**TIMES CASSETTES**















# Not all 'delightful to bring up'

Children with adjustment problems, by Maurice Chazan, Reader in Education, University College of Swansea

In view of the emphasis that has been put, ever since Freud, on the importance of the first five years of life for a child's emotional development, it is surprising that our advisory and treatment services for under-fives with adjustment problems are still so inadequate. As the White Paper (Education: A Framework for Expansion) pointed out, the extension of nursery education provides an opportunity for the early identification of children with special difficulties which, if neglected, might inhibit their educational progress.

The incidence of emotional and behavioural problems in the later school years is high enough to justify much thought being given to the extent to which such problems could be prevented or minimised by action taken at the nursery school stage. We need to know much more about the significance of early adjustment problems for subsequent development, the role of the nursery school teacher in their identification and the most appropriate strategies for action. Some aspects of these highly complex questions will be briefly discussed below.

In general, children of nursery school age are not difficult to manage and in the words of one mother asked about her four-year-old child's social behaviour, are "delightful to bring up". Most of the time they are happy, contented and eager for contact with other children as well as with adults outside the family circle.

However, emotional and behavioural problems, particularly but not only at home, are common in this age group. Few children at this stage will fail to display temperamental, clinging behaviour, or aggressiveness towards other children, or present some kind of problem over sleeping, eating or other biological functions.

Most such behaviour is trans-

itory and will disappear with growing maturity; much can be regarded as developmentally "normal". Since adjustment problems are so common in young children, it is not easy to know when they indicate that the child or his family need help of some kind. Early behavioural problems are not necessarily good prognosticators of later disturbance. Yet, in spite of the difficulties, it is important that an attempt should be made to discriminate between problems which may be considered as "normal" developmental adaptations and "more serious" indications that all is not well.

There is evidence to suggest that children showing many problems at the nursery school stage, or more extreme forms of behaviour, do not easily "grow out" of their difficulties, and may, if they are not helped, continue to present problems during the primary school and even the secondary school years. Extreme restlessness, withdrawal, moodiness and inability to get on well with other children seem, especially when serious speech and language difficulties are also present, to be particularly related to later emotional and behavioural problems.

Furthermore, early problems of social and emotional adjustment may well be predictive of subsequent school failure: children who play a marked degree of problem behaviour in the nursery school and the early stages of infant schooling may be very much at risk of failing to derive benefit from the infant school years, with the likelihood of continued scholastic difficulties thereafter.

With adequate training and support, nursery school teachers can play a key role in identifying children who need help because of their poor social and emotional adjustment. Even though the child does not always show the same pattern

of behaviour in school as at home, the nursery school teacher may be the first person to become aware that a child is not developing satisfactorily, or that he is living in adverse home circumstances. Close liaison between the nursery school staff and the parents of the child attending the school will help to sharpen this awareness, as help to children and systematic observation of children's behaviour in a group. Contact between nursery school teachers and the school psychological service will also be helpful in ensuring that children in most need of help are identified.

In the past, largely because of a shortage of personnel and overwhelming demands for diagnostic and treatment services for older children, educational psychologists have been able to give relatively little of their time to nursery school children. The Summerfield (1968) *Psychologists in Education* Services emphasized that the identification of difficulties before the age of five, followed by early remedial action, was likely to be more effective than at any other stage of development, and recommended that educational psychologists should pay increasing attention to the needs of children before formal school entry. School psychological services are now attaching more importance to preventive mental health work, and, as far as resources allow, are endeavouring to collaborate with nursery and infant school teachers in the identification of children educationally and emotionally "at risk".

It is important that the nursery school's concern with problems and difficulties should never become excessive or be allowed to interfere with the normal, relaxed life of the school. All who are concerned with identification of problems at this stage need to guard against labelling a child as "abnormal" or "deviant" or "maladjusted" and to avoid making unwarranted pre-

dictions about a child's future progress and development. In making records or reports about children with difficulties, it is essential to include details about the strengths of the child, so that a child is judged not from a purely negative point of view. Identification is of little use unless it is followed by expert assessment of the situation and by appropriate action. As mentioned below, clinically-based treatment will be needed in some cases, but these will be in the minority. Attendance at a nursery school or participation in a playgroup may in itself help a child's social and emotional adjustment: nursery school teachers in Britain, as well as playgroup leaders, have tended to place a strong emphasis on this aspect of children's development.

Some children, particularly those with relatively minor adjustment problems, will benefit from extra attention from an adult within the nursery class—which has implications for the staffing of nursery schools, especially those in areas of high social need. Very often, it is not so much the case that the child himself requires direct treatment, but rather that the parent needs advice, guidance or material support. Parents who are highly anxious about their child's development should be given an opportunity to discuss their problems freely, even if their anxiety is hardly justified, since parental anxiety can in itself produce problems in the child.

In such cases, where the child is presenting more serious emotional or behavioural problems, the school psychologist or child guidance service will have much to contribute, though it is important that the nursery school teacher should continue to be involved in the treatment programme. At present, the mental health "expert" is often seen by

the school as a remote figure, and there is a need for much closer liaison between schools and the supportive services, whether medical, psychological or social. At a number of centres in the United States, the Jewish Board of Ghetto Children's Child Development Center in New York and the Center for Pre-School Services in Special Education in Philadelphia child guidance personnel work side by side with teachers and child care staff in providing educational treatment and supportive services for young children and their parents. In Britain, there are good models of team-work in assessment units, but much more in the way of interdisciplinary cooperation needs to be developed within the nursery school and other establishments for young children.

Some children are so disturbed that they cannot easily be contained in the normal nursery class or playgroup, and need treatment in a specially arranged environment. Very limited provision of this kind is as yet available, but some special facilities are being developed. For example, Benbow, in his article "Disordered and Under Five" (*Special Education*, June 1973), describes a day centre in a children's hospital set up to help emotionally disturbed young children and their parents. For several years, the NSPCC has been running therapeutic playgroups for pre-school children from deprived, disturbed or otherwise family backgrounds (see N. S. Rose, *Ten Therapeutic Playgroups*, NSPCC, 1973).

It is to be hoped that the current emphasis on prevention being more effective and less costly than cure will lead to the further development of varied facilities for the assessment and treatment of problems of social and emotional adjustment in young children, accompanied by careful evaluation of their efficacy.



An ordinary, busy, busy day: parents should feel free to drop in.

## What it's all about

The importance of parental understanding. By Vera A. Roberts, head of the Robert Owen Nursery School, Greenwich

I send him to nursery and he has a wonderful time, but he doesn't seem to be learning anything. I don't think why they insist on calling it a school. There is obviously a failure in communication somewhere. Some explanation/interpretation is called for, because he is learning a great deal.

Nursery school teachers often feel that their methods, as well as their aims, are misunderstood both within and outside the teaching profession: perhaps for this reason they do not always try as hard as they might to interpret their work to those most concerned—the parents of the children in their schools.

Looking about ideas and looking for a better way to do things, this "interpretation" is best done on the spot, explaining the many activities going on all around. This presupposes that parents' presence in the school, once they have seen what actually goes on, will be a great help.

Not merely when the child is not just on special occasions, but when time to time, on ordinary days, at nursery school, parents should feel free to drop in for half an hour, not only as an educational experience, though this aspect is important, but to share in the child's enjoyment and to pick up with current interests.

This word "interest" is important, for it could fairly be said that the English nursery school teaching is based on the child's current interests and not on a syllabus in which, it is hoped, the child can be interested. If we can get this important distinction across to the parent, it will be of immense help to her in her education of the child at home.

She does not need a postal course or projects, but rather to "cash in" on the interesting details of ordinary life. Blake wrote of seeing a flower in a grain of sand, and a flower in a weed growing through a cracked paving-stone. It is much easier for the nursery school teacher, with an other calls her attention, to do this in her "natural" prepared to look at the home chores, but the principle is the same.

At this time of year I spend a great deal of time introducing next year's new mothers to nursery school life. Let us walk round the school with one another. By the way, I am not a nursery school teacher, I am a parent. I am a mother of a three-year-old, and I am a mother of a four-year-old. I am a mother of a five-year-old. I am a mother of a six-year-old. I am a mother of a seven-year-old. I am a mother of an eight-year-old. I am a mother of a nine-year-old. I am a mother of a ten-year-old. I am a mother of a eleven-year-old. I am a mother of a twelve-year-old. I am a mother of a thirteen-year-old. I am a mother of a fourteen-year-old. I am a mother of a fifteen-year-old. I am a mother of a sixteen-year-old. I am a mother of a seventeen-year-old. I am a mother of a eighteen-year-old. I am a mother of a nineteen-year-old. I am a mother of a twenty-year-old. I am a mother of a twenty-one-year-old. I am a mother of a twenty-two-year-old. I am a mother of a twenty-three-year-old. 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I am a mother of a six hundred and eighty-year



# Lady Bountiful is dead

Patricia Tudor, Pre-School Playgroups Association, reviews developments in this lively movement where the emphasis is now on self-help

"My husband was furious—someone slashed the car tyres when I was visiting the playgroup. A four-year-old threatened me with a flick-knife, and the supermarket next door has boarded up its windows and given up replacing the glass. It's a rough, tough area!"—This is not from the report of a local authority social worker. They are the comments of a volunteer organizer from the playgroup movement on her weekly rounds. It is a far cry from the too commonly accepted image of middle class mummy as playgroup patron, but is rapidly becoming an indication of the changing emphasis of the playgroup movement.

The Pre-school Playgroups Association started 14 years ago. Lack of nursery schools gave birth to do-it-yourself, and the idea spread like a bush fire through middle-class suburbia. The original pioneers had little thought beyond providing the stop-gap measure of a substitute nursery for their children. Misguided critics accused playgroup people of slowing down the progress towards more state provision, but it seems far more likely that the thousands of families involved in playgroups have contributed significantly to the nursery campaign lobby and the Government's subsequent response.

Serendipity played its part in PPA's discovery that parent-involvement had positive benefits. Parents had to get together to organize a group, find premises, raise money,

look after it, hire a supervisor to look after the children and generally share responsibility. Mothers were needed to help within the group, because the money would not pay for more than one permanent leader. So the "rota mum" appeared.

Many of them became so interested that they helped to organize other groups and the movement spread. Others found great comfort: "I always feel cosy, they need me, and I used to be so lonely" is a common cry among young isolated mothers who have found support and friendship themselves after bringing their child to the group for his sake.

Another phenomenon began from this involvement. Mothers wondered about the purpose of the play activities they saw and asked to know more. Playgroup courses began. The variety of these courses has been one of their strengths, as avoidance of a rigidly laid down syllabus meant that the immediate needs of those attending them could be met.

Courses vary in length and content from a few informal sessions with mothers at their playgroup, probably free and run voluntarily by a young day a week course organized through the local adult education establishment. In 1973-74 more than 15,500 people attended 803 courses known to PPA in England and Wales, and while this statistic does not cover every course operating it does indicate the amount of interest shown. Fifteen years previously, no such courses existed.

The demand for courses has

caused adult education colleges to request help in organizing them, and PPA is about to publish *Guidelines for a Foundation Course* which has been worked out with the DES. The association is convinced that a tutor familiar with and sympathetic to playgroup experience is essential to the success of a course.

There are 21 tutor courses, many of them attached to university institutes of education, which are now experimenting with training people able to relate confidently to students who may vary. In the same group, from university graduates to literates. The task is not easy. But education is one of the fields in which PPA feels it has made a significant contribution; where the needs of the child are not divorced from the needs of his family but are seen as indivisible.

The realization that playgroups were no longer merely a stopgap for "proper" nursery provision but were achieving results in enabling families to take positive steps towards helping themselves led PPA to adopt new aims at its 1974 annual meeting. These state in part: "PPA exists to help parents to understand and provide for the needs of their young children."

With many others in the nursery field, PPA feel that the traditional type of provision is no longer enough. Playgroups should have a place in a range of services for pre-school children and their families, and parents should be encouraged to be involved much more widely in nursery schools. PPA also exist to: "create and maintain a network of voluntary and professional support for playgroups and other



Fathers are welcome too. Story-time for a playgroup.

services in collaboration with the statutory bodies."

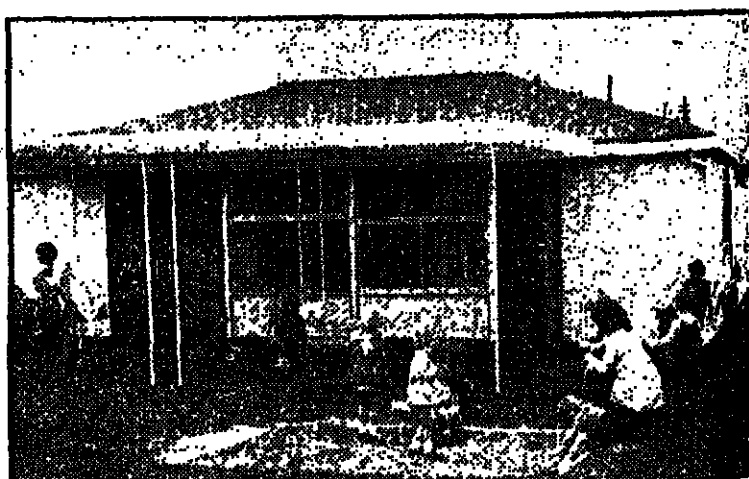
The 1972 White Paper mentioned playgroups as being worthy of support in their own right, and local authorities were advised to consult with the voluntary as well as the statutory bodies when planning pre-school provision.

PPA now feel strongly that families living in stressful conditions can be supported enough to help themselves, given the right approach. Lady Bountiful is no longer acceptable. The National Children's Bureau's Spring 1972 edition of *Concern* summarizes a report on the bureau's family advice service project. Arvel Leissner states: "The difficulties of bringing about community participation should not be underestimated. . . . Nevertheless, the setting up of management organizations which consist mainly of professional and middle-class volunteers should not be considered even as an interim step. . . . their very success . . . reinforces the tendency to rely on elitist groups to let

them do it, which perpetuates apathy in the community."

PPA agree completely with this, and their special needs committee concern themselves with groups outside the normal set-up, into which category come inner city playgroups and their support. So far, industrial estates, where PPA are trying to promote good caring facilities which allow the working mother to play her part.

Lady Plowden, PPA's president, has taken the initiative in coming a series of seminars where all organizations concerned with under-fives meet. A conference was recently organized jointly by PPA, British Association for Early Childhood Education, National Campaign for Nursery Education and ONEP (Organisation Mondiale pour l'Éducation Pré-scolaire).



A MACE nursery unit erected for Surrey County Council at Mitchett.

and the storage area is inconveniently on the opposite side. Also the window sills are too high to be used effectively as shelves, and there is no staff lavatory. But these are details and basically it is working extremely well."

Surrey education department will hope to provide another 500 nursery places over the next two years. In this way, less are not only able to give pre-school children the opportunity to benefit from nursery education, but also provide them with a strong personal link with the school they will be entering

five.

Re-advertisement

## headmaster/ headmistress

ASHFIELD COMPREHENSIVE SCHOOL  
Sutton Road, Kirkby in Ashfield, Notts.

Qualified teachers are invited to apply for appointment as Headmaster/Headmistress of the above school.

Number on roll: 1,930. Salary Group: 13

Vacancy to be filled 1st January, 1976 or as soon as possible thereafter.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7OP.

Closing date 14th August, 1975.

Nottinghamshire  
County Council  
County Hall West Bridgford  
Nottingham NG2 7OP

EDUCATION  
COMMITTEE

NARBERTH SECONDARY SCHOOL  
STATION ROAD, NARBERTH

Required for September 1, 1975.

## TEMPORARY HEAD OF ART DEPARTMENT

For one year during the period of a secondment.

Apply immediately to the Headmaster at the school (no forms issued) giving full details of qualifications and teaching experience and enclosing two copies of testimonials and the names of two referees.

STAFFORDSHIRE

## CENTRAL AREA

Required for June 1976 unless otherwise stated.

### Scale 2 Posts & Above

WILNECOTE HIGH SCHOOL, WILNECOTE, TAMWORTH

Number on roll: 1,320

Required for January 1976, or earlier if possible, a Teacher of FRENCH, Scale 2. Ability to assist with the teaching of GERMAN an advantage. The school is fully comprehensive and there are well established courses to 'O' and 'A' level. There is a 36 booth language laboratory.

The Borough Council gives sympathetic consideration to the housing needs of teachers.

### Scale 1 Posts

CHASE TERRACE COMPREHENSIVE SCHOOL,  
CHASE CROSS ROAD, CHASE TERRACE, WALSALL

Number on roll: 1,100

This well established Comprehensive School is situated four miles from Lichfield and within a short distance of Cannock Chase.

Required for September, Master/ress to teach FRENCH. Courses to 'O' and 'A' level and C.S.E. are part of the Department's resources. Laboratory is a

REQUIREMENT

Required as soon as possible Teachers of FRENCH and MUSIC.

The school is situated in a pleasant residential area and will become a 13-18 Comprehensive School in the near future.

Unless otherwise stated applications by form of 10p and returnable to the Head of the school. Assistance towards removal expenses in appropriate cases. Conveyancing will disqualify.

SECONDARY  
Commercial Subjects  
continued from page 24

SOLIHULL

EDUCATION COMMITTEE  
SOLIHULL SECONDARY SCHOOL  
11, HOLLAND ROAD, SOLIHULL, BIRMINGHAM B37 7YU  
HEAD of COMMERCIAL STUDIES (Scale 2) Headmaster to teach typing, shorthand, office practice, and computer. The school is a large secondary school with a large residential estate next to it.

Application forms to be obtained from and returned to the Headmaster.

Other Posts on  
Scale 2 and above

CITY OF BIRMINGHAM  
EDUCATION DEPARTMENT  
COUNTY SECONDARY

YARLDWOOD SCHOOL  
11, HOLLAND ROAD, SOLIHULL, BIRMINGHAM B37 7YU  
HEAD of COMMERCIAL STUDIES (Scale 2) Headmaster to teach typing, shorthand, office practice, and computer. The school is a large secondary school with a large residential estate next to it.

Application forms to be obtained from and returned to the Headmaster.

Scale 1 Posts

EALING

EDUCATION COMMITTEE  
EALING HIGH SCHOOL  
11, HOLLAND ROAD, SOLIHULL, BIRMINGHAM B37 7YU  
HEAD of COMMERCIAL STUDIES (Scale 2) Headmaster to teach typing, shorthand, office practice, and computer. The school is a large secondary school with a large residential estate next to it.

Application forms to be obtained from and returned to the Headmaster.

HEREFORD AND WORCESTER

EDUCATION COMMITTEE  
HEREFORD HIGH SCHOOL  
11, HOLLAND ROAD, SOLIHULL, BIRMINGHAM B37 7YU  
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CITY OF SALFORD

EDUCATION DEPARTMENT

HEWELL VALLEY HIGH SCHOOL

11, HOLLAND ROAD, SOLIHULL, BIRMINGHAM B37 7YU

HEAD of COMMERCIAL STUDIES (Scale 2) Headmaster to teach typing, shorthand, office practice, and computer. The school is a large secondary school with a large residential estate next to it.

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Application forms to be obtained from and returned to the Headmaster.

HEREFORDSHIRE

EDUCATION COMMITTEE

HEREFORD HIGH SCHOOL

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**ADVIS**

**JOVENTRY**  
ant Teachers for :—  
**COMPREHENSIVE SCHOOL, Nulbrook**

ome science.  
ultum Term.  
HENSIVE SCHOOL, Woodwa  
ity Allowance.  
n work available.  
D COMPREHENSIVE SCHOOL  
E.  
share of sixth form work avail  
presence of advertisement.  
ils (age, qualifications, exper

## Schools

**/MISTRESS**  
1975, or January, 1976, to  
level (Scale 2 allowance  
active department, good  
with the names of referees

**YS' CRAFTS**  
 er or as soon as possible.  
 nical Drawing.  
 sign and Technology. for  
 immediately to the Head

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**E.S.N. (M) SCHOOL  
 HERTON**

**ERS UNIT)**  
 75, to work as part of a  
 Group of approximately

# WIGAN

**BOYS'**  
throughout the school to A  
omed.

**Y GIRLS'**  
teach to CSE and O level.

**Y SECONDARY BOYS'**  
h to CSE and O level. Ability.  
vantage.

**ST. LOUIS COUNTY SECONDARY**  
 CSE and O level. Some TECH.  
 teach to O level. Ability to  
 manage.

**ST. LOUIS COUNTY SECONDARY**  
 Mistress to work in progressive

**ST. LOUIS COUNTY SECONDARY**  
 teach throughout the school

to teach to A-level and across  
GEOGRAPHY and/or GEOLOGY  
materials and in establishing  
center able to help with BOYS

the Head where the telephone  
Receipt of a stamped addressed  
Education Office, County  
KT1 204. Complete full of  
of each month if possible,

# CITY OF COVENTRY

Required for Autumn Term, Assistant Teachers for —  
**TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL, Nulbrook Avenue (1,410 on roll)**

1. HOME ECONOMICS.
2. MATHEMATICS, with possibly some science.
3. CHEMISTRY. Temporary for Autumn Term.

**WOODWAY PARK MIXED COMPREHENSIVE SCHOOL, Nulbrook Avenue**

**BISHOP ULLATHORNE R.C. MIXED COMPREHENSIVE SCHOOL**  
Lewes Avenue (1,590 on roll)  
Masters or Mistresses for :  
1. PHYSICS to 'O' level plus C.S.E.  
2. BIOLOGY to 'O' level, small share of sixth form work available.  
Closing date 10 days after appearance of advertisement.  
Apply by letter always full details (name, qualifications, experience).

and addresses of two educational referees to the Head Teacher of the School concerned, unless otherwise stated.

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## Secondary Schools

**UP HOLLAND GRAMMAR SCHOOL**  
WINSTANLEY ROAD, ORRELL, WIGAN  
(710 Mixed—190 Sixth Form)

**FRENCH MASTER/MISTRESS**

Required for November, 1975, or January, 1976, to teach up to 'O' and 'A' level (Scale 2 allowance available). Strong and active department, good qualifications essential.

**GOLBORNE COMPREHENSIVE SCHOOL**  
LOWTON ROAD, GOLBORNE WA3 3EL

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**TEACHER OF BOYS' CRAFTS**

Required from 1st September or as soon as possible.  
Woodwork/Metalwork/Technical Drawing.  
Integrated studies in Design and Technology for  
the 4th and 5th years.

Applications by letter immediately to the head teacher.


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ATHERTON GREEN HALL E.S.N. (M) SCHOOL  
GREEN HALL CLOSE, ATHERTON

**TEACHER (LEAVERS UNIT)**

Required for October, 1975, to work as part of a team of three staff with a Group of approximately 38 children. Applicants with an interest in heavy crafts desirable but not essential. Closing date 31st

Application forms obtainable from and returnable on completion to the Head teacher.

 Metropolitan Borough of **WIGAN**

**GRAMMAR**

**EWELL, THE GLYN COUNTY BOYS'**  
MATHEMATICS. Master to teach throughout the school to A level. Some help with GAMES welcomed.  
Telephone 01-393 4102.

**BILATERAL**

**EPSOM COUNTY SECONDARY GIRLS'**  
(112)

Telephone Epson 22944.

**EPSON, LONGMEAD COUNTY SECONDARY BOYS'**  
(5132).  
PHYSICS. Master/Mistress to teach to GSE and O level. Ability to teach integrated SCIENCE an advantage.  
Telephone Epson 22811.


**GUILDFORD, GEORGE ABOT COUNTY SECONDARY BOYS'**  
METAL WORK. Master to teach to GSE and O level. Some TECHNICAL DRAWING available.  
TECHNICAL DRAWING. Master to teach to O level. Ability to teach METAL WORK an advantage.  
Telephone Epson 22811.

**GUILDFORD, GEORGE ABOT COUNTY SECONDARY GIRLS**  
COMMERCE. Fully-trained Master/Mistress to work in progressive Department.  
Telephone Guildford 7278A.

**GUILDFORD, PARK BARN COUNTY SECONDARY**  
FRENCH. Master/Mistress to teach throughout the school. Familiarity with Nuffield scheme an advantage, but not essential. Salary \$1000. Graduated and offered to teach in 7-level areas across ability range. Interest in APPLIED GEOGRAPHY and/or GEOLOGY, to work in team preparing own materials and in establishing a laboratory.

Further details available from the Head where the telephone number is shown.  
Application forms available on receipt of a stamped addressed foolscap envelope from the County Education Office, County Hall, Kingston upon Thames KT 20J. Complete list of telephone available each week of each month - if possible, please state area preferred.

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# SURREY COUNTY COUNCIL

**FRINGE AREA "LONDON" ALLOWANCE** £41. per THROUGHTOUT THE COUNTY.  
 Generous relocation expenses in approved cases.  
 Some District Councils may be able to provide housing accommodation for teachers.

## POSTS OF RESPONSIBILITY

### COMPREHENSIVE

**CRANLEIGH, GLEBELANDS COUNTY SECONDARY**  
**REMEDIAL:** Master/Mistress to take charge of Department. Scale 5.  
 Telephone Cranleigh 5248.

**EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY**  
**BOYS' CRAFT:** Master/Mistress to ensure teaching to CSE and O levels and to ensure with integration of craft subjects in design courses, in conjunction with Art Department. Scale post for experienced applicant willing to be responsible for WOODWORK, PHYSICS AND CHEMISTRY. Master/Mistress to teach to O level in a rapidly expanding Department. New laboratories pending. Telephone Epsom 2944.

**FARNBOROUGH, ROBERT HAINING COUNTY SECONDARY**  
**MUSIC:** Master/Mistress to develop the subject in an expanding school. Peripatetic staff and good music tradition. Experienced candidate required, but first Appointment applicants considered. Scale 8.  
 Telephone Farnborough 44079.

**GODALMING, BROADWATER COUNTY SECONDARY**  
**REMEDIAL:** Master/Mistress as Head of Department. Scale 3.  
 Telephone Godalming 29188.

**GODALMING, RODBOROUGH COUNTY SECONDARY**  
**SOCIAL STUDIES:** Master/Mistress as Head of Department. Scale 2. To organise and teach subjects to all pupils in the Fourth and Fifth Years. CSE and O level examinations taken. Post also involves some HISTORY teaching to Lower School.  
 Telephone Godalming 38162.

**TADWORTH, DE BURGH COUNTY SECONDARY**  
**PHYSICS:** Master/Mistress to teach throughout school to Nuffield A level. Scale 3 for suitably qualified and experienced applicant.  
 Telephone Burgh Heath 50713.

## GRAMMAR

**GUILDFORD COUNTY SCHOOL FOR GIRLS**  
**PHYSICS:** Master/Mistress as Head of Department. Scale 3. Graduate to teach to A and S levels. Two well-equipped laboratories.  
 Telephone Guildford 4089.

## SCALE 1 POSTS

### COMPREHENSIVE

**CRANLEIGH, GLEBELANDS COUNTY SECONDARY**  
**BOYS' PE/GAMES:** Master required.  
 Telephone Cranleigh 5248.

**EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY**  
**ENGLISH:** Master/Mistress to share teaching to O level, interest in DRAMA desirable, but not essential.

**EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY**  
**ART CRAFT AND DESIGN:** Master/Mistress to work with Head of Craft/Technology Department in developing course in this subject. First Appointment will be considered.  
 Telephone Cranleigh 5248.

**GODALMING, BROADWATER COUNTY SECONDARY**  
**DESIGN AND TECHNOLOGY:** Master required. Three craft rooms and Technical Drawing room.

**GODALMING, RODBOROUGH COUNTY SECONDARY**  
**BOYS' CRAFT:** Master required. Nine METALWORK shops with some TECHNICAL DRAWING, interest in MOTOR, ENGINEERING an advantage.  
 Telephone Godalming 38162.

**TADWORTH, DE BURGH COUNTY SECONDARY**  
**(Mixed 850 with 110 in Sixth Form)**  
**PHYSICS:** Master/Mistress to teach throughout school to Nuffield A level.  
 Telephone Burgh Heath 50713.

## GRAMMAR

**EWELL, THE QLYN COUNTY BOYS'**  
**MATHEMATICS:** Master to teach throughout the school to A level. Some home with GAMES welcomed.  
 Telephone 01-393 4102.

## BILATERAL

**EPSOM COUNTY SECONDARY GIRLS' (612)**  
**MATHEMATICS:** Master/Mistress to teach to CSE and O level. Telephone Epsom 29844.

**EPSOM, LONGMEAD COUNTY SECONDARY BOYS' (512)**  
**PHYSICS:** Master/Mistress to teach to CSE and O level. Ability to teach integrated SCIENCE an advantage.  
 Telephone Epsom 22911.

**GUILDFORD, GEORGE ABBOT COUNTY SECONDARY BOYS'**  
**METALWORK:** Master to teach to CSE and O level. Some TECHNICAL DRAWING available.

**GUILDFORD, GEORGE ABBOT COUNTY SECONDARY GIRLS'**  
**COMMERCE:** Fully-trained Master/Mistress to work in progressive Department.  
 Telephone Guildford 72748.

**GUILDFORD, PARK BARN COUNTY SECONDARY**  
**FRENCH:** Master/Mistress to teach throughout the school. Familiarity with Nuffield scheme an advantage, but not essential. GEOGRAPHY. Graduate preferred to teach to A level and across ability range. Interest in APPLIED GEOGRAPHY and/or GEOLOGY to work in team preparing own materials and in establishing HUMANITIES in Lower School. Master able to help with BOYS' GAMES particularly. Telephone Guildford 67897.

Further details available from the Head where the telephone number is shown.  
 Application forms available on receipt of a stamped addressed (return) envelope from the County Education Office, County Hall, Kingston upon Thames, KT 1 2DA. Complete list of vacancies available second week of each month if possible, please state areas preferred.



























# MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY



## PRIMARY HEADSHIPS FOR JANUARY 1976 in the Federal Republic of Germany

Applications are invited from appropriately qualified and experienced teachers for the following Primary School Headships which will be vacant in the Federal Republic of Germany in January 1976. The schools concerned cater for the children of British Servicemen and sponsored civilians temporarily absent from the United Kingdom. They are administered locally by the British Families Education Service (B.F.E.S.), and all schools conform to the normal United Kingdom pattern for Primary Education, and are regularly visited by Her Majesty's Inspectors. Except where otherwise stated, pupils are both boys and girls, in the age range 5 to 11 years.

**HEADSHIPS**  
HAIR PRIMARY SCHOOL, GUTERSLOH (Group 7) (550 pupils).  
HOBART PRIMARY SCHOOL, DETWOLD (Group 7) (450 pupils).  
THE PRIMARY SCHOOL, LIPPSTADT (Group 6) (400 pupils).  
THE PRIMARY SCHOOL, BUNDE, Near HERFORD (Group 5) (300 pupils).  
THE PRIMARY SCHOOL, HANOVER (Group 5) (320 pupils).  
CAMBRIDGE INFANTS SCHOOL, MUNSTER (Group 6) (300 pupils aged 5-7 years).  
THE PRIMARY SCHOOL, DORTMUND (Group 4) (New School to open Summer Term, 1976).  
SENDEL PRIMARY SCHOOL, MUNSTER (Group 4) (New School to open Summer Term, 1976).  
The selection will be by interview and the successful candidates will be expected to take up the appointments on January 1, 1976. SALARY: Will be in accordance with the current German scale plus the additional payment of £351 a year paid to teachers in the London area.  
**SUPERANNUATION:** Normal rights are safeguarded.  
**FOREIGN SERVICE ALLOWANCE:** A tax free allowance is payable.  
**ACCOMMODATION:** Is rent free or at allowance towards rent is given.  
**DURATION OF ENGAGEMENT:** Initial engagement is for three years.  
All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.  
Requests for application forms and further details should be made on a postcard to:  
Ministry of Defence (CM(5)44),  
Room 343,  
Lancaster House,  
Trafalgar Square,  
London WC2E 7RY. (Telephone 01 242 0222, ext. 554).  
Closing date for the completed forms is August 8, 1975.

# MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

## YOUTH LEADERS in British Forces Germany

Applications are invited from suitably qualified and experienced men or women to fill a further 3 posts in the British Forces Youth Service. Youth Leaders are required to serve a widely varied series of youth centres and will be required to concentrate their efforts upon the leisure interests of the young people who live in local quarters areas around existing youth facilities. Engagements will be for 3 years and it is hoped that successful applicants will be available as soon as possible.

**SALARY** will be in accordance with the 10th Report of the Joint Negotiating Committee for Youth Leaders and Community Centre Wardens, i.e. £1,896-£2,493 p.a. excluding threshold allowance. In addition, a London Allowance will be paid together with a Foreign Service Allowance.

**SUPERANNUATION:** The appointments are superannuable under the Teachers' Superannuation Scheme.

**APPLICATIONS:** Requests for application forms and further details should be made to the Ministry of Defence, CM(5)44, Room 343, Lancaster House, Trafalgar Square, London WC2E 7RY, and should be submitted to this address not later than 22nd August, 1975, quoting reference AW/1369.

## WELLINGTON POLYTECHNIC (NEW ZEALAND)

### Professionally qualified Product Designer

for Grade 3 or senior tutor post in the School of Design.

**Salary range—NZ\$5,599 to NZ\$12,363**  
Applicants should have a post-graduate degree in either product design engineering or ergonomics. Industrial experience essential.

Successful applicant will be required to take responsibility for diploma and post-diploma work relating to New Zealand's primary and secondary industries.

The School of Design, one of the eleven Schools of the Polytechnic, offers a four-year full-time national course in Industrial Design.  
Applications should be sent airmail in the first instance to: The Principal, Wellington Polytechnic, Private Bag, Wellington, New Zealand, and should give the following information: name; age; marital status; number and age of children; qualifications; both academic and practical; experience; and present occupation.

## OVERSEAS Appointments continued

### SPAIN

Language School has the following vacancies for teaching of ENGLISH to adult foreigners:  
1. Teacher with administrative responsibilities. Salary £2,500 p.a. plus benefits. Apply to: General Management, Calle de la Victoria, 1, Madrid 6, Spain.  
2. Teacher with administrative responsibilities. Salary £2,500 p.a. plus benefits. Apply to: General Management, Calle de la Victoria, 1, Madrid 6, Spain.

### GERMANY

Required for September, two experienced TEACHERS to teach ENGLISH as a foreign language in Government schools. Salary and conditions as for German teachers. One year contract renewable.

SAUDI ARABIA  
Two male English Language Teachers required for immediate commencement in Saudi Arabia. Diploma and at least two years experience in TEFL essential. Excellent salary and leave arrangements. Candidates must be available for interview at school site in Riyadh. Applications to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

### HOLLAND

A GRADUATE to teach GERMAN in a secondary school in Rotterdam, 1976, is required by the English School of The Hague. Salary and conditions as for Dutch teachers. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

### MODENA (Italy)

British graduates with TEFL experience and preferably a knowledge of Italian are required for the English School of Modena. Salary and conditions as for Italian teachers. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

### OVERSEAS TEFL CONTRACTS

begin any time of the year with pay plus benefits.  
For full information please contact: The British Council, 11, Bedford Square, London WC1P 3BQ. Telephone: 01-242 0222.

### ITALY

Interesting position available for the coming school year (September 1976) to teach ENGLISH to foreign students in Italy.  
For details and application forms, please contact: The British Council, 11, Bedford Square, London WC1P 3BQ. Telephone: 01-242 0222.

### CANARY ISLANDS

TEACHERS required to teach ENGLISH to foreign students in the Canary Islands. Salary and conditions as for Spanish teachers. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

### ITALY

TEACHING IN SICILY  
Candidates should be qualified to teach ENGLISH to foreign students in Italy. Salary and conditions as for Italian teachers. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

### SPAIN

Required a young TEACHER of ENGLISH to teach ENGLISH to foreign students in Spain. Salary and conditions as for Spanish teachers. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

### BAVARIA

Wanted, qualified TEACHER, female, to teach ENGLISH to foreign students in Bavaria. Salary and conditions as for German teachers. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

## SPAIN

Young TEACHERS required, qualified as a foreign language teacher, to teach ENGLISH to adult foreigners. Apply to: General Management, Calle de la Victoria, 1, Madrid 6, Spain.

## AFRICA

TEACHERS (all subjects) urgently needed in Cape Town, South Africa. Salary and conditions as for South African teachers. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

## ITALY

Non-union with leaving certificate to teach ENGLISH to foreign students in Italy. Salary and conditions as for Italian teachers. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

## Administration

## Local Education Authority

## CITY OF BIRMINGHAM EDUCATION DEPARTMENT

**CAREERS ADVISER**  
For senior Area Careers Officer. Salary £3,000 p.a. plus benefits. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

**ADVISER**  
For senior Area Careers Officer. Salary £3,000 p.a. plus benefits. Apply to: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

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## Bedfordshire General Advisers

Salary—Soulbury Range, Points 19-23 £5,172-£5,850 (inclusive of threshold)

Applications are invited from suitably qualified and experienced candidates for posts in the Bedfordshire Education Advisory Service as General Advisers in the following subject areas:

1. Religious Education
2. Educational Technology
3. Middle Years of Schooling

Application forms, further particulars and details of fringe benefits from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford, MK42 8AP, or telephone Mr K. Fossey, Bedford 63222, Extension 246. Closing date: 8.8.1975.

## Bedfordshire Professional Assistant

Southern Area Education Office  
Luton.

Applications are invited for the post of Professional Assistant which is on the staff of the Chief Education Officer. The appointment offers an excellent opportunity for a man or woman wishing to begin a career in Educational Administration. Candidates should be graduates of a British University with a post-graduate certificate in Education and some years of successful and preferably varied teaching experience. Further particulars, application form and details of fringe benefits from the Chief Education Officer, County Hall, Bedford or telephone Mr K. Fossey, Bedford 63222 (extension 246). Closing date, August 8, 1975.

## Malawi

A scenically attractive country of mountains and lakes lying 16 degrees South of the Equator.

## LECTURER PRACTICAL SUBJECTS (PRIMARY)

At Lilongwe Teachers College to be Head of the Craft Department and responsible for all craft activities including technique for producing teaching aids. Applicants aged 25-50, must have a degree or diploma in teaching, educational handicrafts, 5 years' practical teaching experience, and a flair for improvisation in the use of materials associated with primary education. Appointment for 2-3 years.

Salary in range £2,272-£5,172 p.a. which includes an allowance for housing, normally tax-free, in range £1,500-£3,282 p.a. Terminal gratuity 25 per cent of basic salary. Other benefits include free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom. For full details and an application form please apply to the following details of age, qualifications and experience to:

Appointments Officer  
Ministry of Overseas  
Development  
Room 301  
Eland House  
Strat Place  
London SW1E 6DH

## ADMINISTRATION Local Education Authority continued

### NOTTINGHAMSHIRE

COAL INDUSTRY SOCIAL  
NOTTINGHAMSHIRE  
ADMINISTRATIVE ASSISTANT  
The duties of the Assistant will be to provide full-time professional support for the Coal Industry Social Administration Unit, to be based in Nottingham, and to be available as soon as possible thereafter.

### EDINBURGH

### EDINBURGH UNIVERSITY STUDENTS' ASSOCIATION

### ADMINISTRATIVE ASSISTANT

Applications are invited from suitably qualified and experienced candidates for the post of Administrative Assistant, to be based in Edinburgh, and to be available as soon as possible thereafter.

### REDBRIDGE EDUCATION DEPARTMENT

### LAUNCH OFFICER

APPLY TO: Mr. C. Buckley, Ministry of Education, P.O. Box 1000, Jeddah, Saudi Arabia.

### EDUCATION SECRETARY

Applications are invited from suitably qualified and experienced candidates for the post of Education Secretary, to be based in London, and to be available as soon as possible thereafter.

### General

### DERBYSHIRE

### DERBYSHIRE COUNTY COUNCIL

### ADMINISTRATIVE ASSISTANT

Applications are invited from suitably qualified and experienced candidates for the post of Administrative Assistant, to be based in Derby, and to be available as soon as possible thereafter.

### SURREY

### PIERCEPOINT SCHOOL

Applications are invited from suitably qualified and experienced candidates for the post of Administrative Assistant, to be based in Surrey, and to be available as soon as possible thereafter.

### WESTERN AUSTRALIA

### Claremont Teachers College

### (A College of Advanced Education)

### Assistant Vice Principals/Senior Lecturers

Applications are invited from suitably qualified persons to fill senior positions in the following areas:

### Educational Media

The appointee will be responsible, under the direction of the Principal, for the development and the management of the Educational Resources (Media) Centre and for the co-ordination of educational services within the College.

### Planning, Course Development and Research

The College is seeking a highly competent person to assist in the development of the College, particularly in the areas of research, new courses and submissions to the Australian Commission on Advanced Education and other bodies.

### Science and Science Education

The College anticipates making an appointment at the level of Assistant Vice Principal or Senior Lecturer according to the qualifications and experience of the successful applicant.

### Applications

Details of conditions of service, duties, relevant qualifications, and application forms may be obtained from:

The Registrar, Claremont Teachers College, Goldworthy Road, Claremont, Western Australia, 6010.

Appointees will be expected to commence duty in January/February 1976 or as soon as possible thereafter. Applications should reach the College by August 29, 1975.



## CITY OF NORWICH AMENITIES DIVISION (COMMUNITY SECTION)

## Community Development Officer

(Play and Sport)  
AP 4/8 (£2,365-£4,085)

This officer will be a member of a team of community workers who are currently engaged in work with residents, associations and community groups. They are also responsible for the organisation and management of Community Centres and buildings, adventure playgrounds and play-schemes, whilst offering support services to other organisations whose objectives are the promotion of leisure and recreational activities for the benefit of the community.

In addition to general involvement the successful applicant will have direct responsibility for the organisation and administration of play-schemes, adventure playgrounds and will be expected to develop links with agencies involved in this work. He/she will be responsible for the development of links with Norwich based sporting organisations and opportunities will exist to assist in other work promoted through the Leisure and Parks Sections of the Amenities Division.

Applicants should have had experience in working with Community groups and preferably be trained for this or a related field. Application forms may be obtained from the Amenities Officer, 18 Chapel Field East, Norwich, NR2 1RN, and should be returned within 10 days of the appearance of this advertisement.

## Education

## help shape our new careers service

We are introducing several exciting new projects and we need four experienced Careers Officers to develop these ideas.

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These posts will be at Senior Careers Officer level in the salary range £3,825-£4,085 (under review).

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Further details and application forms are available from the Director of Education, Careers Services, H.Q. Exchange Buildings (Fourth Floor), Chesapeake Nottingham NG1 6EZ. Closing date: 11th August. Please quote reference 145.

## Nottinghamshire County Council

County Hall West Bridgford  
Nottingham, NG2 7GP

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## The British Council

invites applications for the following posts:

## English Language Teaching Institute (Sudan)

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Degree, qualification in applied linguistics or similar relevant field; at least 3 years' experience.  
Salary: £4264-£5524 p.a.  
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Hours Boys and Isa Town Boys Secondary Schools.  
Graduates with teaching experience preferably in EFL. Men only.  
Salary: £2287-£4054 p.a. tax free.  
Benefits: free furnished accommodation; overseas and children's allowances. Two-year contracts, renewable. 75 AS 55-56

## Lecturer in English—ESP (Egypt)

Department of English, University of Alexandria.  
Graduates with TEFL qualification and 5 years' experience in TEFL essential.  
Salary: £1287-£2574 p.a. tax free.  
Benefits: free furnished accommodation; overseas and children's allowances. One-year contract, renewable. 75 AU 89

## Lecturer in English (Malta)

Ecole Normale Supérieure, Rome.  
Degree, TEFL qualification, overseas experience and knowledge of French essential. University teacher training experience desirable.  
Salary: £3395-£4284 p.a. tax free.  
Benefits: overseas and children's allowances; free furnished accommodation; annual passage paid; leave. Two-year contract. 75 BT 9

Return fares are paid. Local contracts are guaranteed by the British Council.  
Please write briefly stating qualifications and length of appropriate experience, quote relevant reference number for further details and an application form to The British Council (Appointments), 43 Davies Street, London W1V 2AA.

## Lecturer in English and Methodology (Gambia)

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To lecture in General English and methodology to student primary teachers. Degree in English or primary teaching experience and Diploma in Education essential. Experience in a Teacher Training College desirable. Preferred age range 35-55.  
Salary: £1000-£1947 p.a. +10% COLA.  
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## Senior Teachers of English (Oman)

Government Schools (Secondary and Intermediate) Muscat  
Candidates, single or unaccompanied men, must be qualified teachers preferably with TEFL qualification and experience.  
Salary: £2795-£4054 p.a. tax free.  
Benefits: free furnished accommodation; overseas and children's allowances. Two-year contracts, renewable. 75 AS 141-2

## Senior Teacher of English—ESP (Iran)

British Council Teaching Centre, Ahwaz  
Leader of a small team teaching English for Special Purposes.  
Degree in teaching certificate, TEFL qualification and several years' experience, preferably overseas, essential.  
Salary: £3585-£4284 p.a. tax free.  
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## Senior English Teacher (Nigeria)

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Co-educational, age range 10-18 years.  
Degree, teaching diploma and minimum 3 years' relevant experience. Preferred age range 25-35.  
Salary: £2653-£4603 p.a. approx.  
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## Western Samoa

## Teacher— Science/Mathematics

To teach both subjects up to 'O' level and assist with extra-curricular activities. Applicants must be graduates, preferably trained, with relevant experience of the duties of the post. Appointment for two years.  
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This climate is pleasantly tropical with a temperature of 75-85 deg. F. throughout the year.  
For full details and an application form please apply giving details of age, qualifications and experience to:

Appointments Officer  
Ministry of Overseas  
Development  
Room 301  
Eland House  
Strat Place  
London







## A PERMANENT STATE OF RE-INVENTION

Albert Hunt on community theatre

A few weeks ago I talked to a group of young people who are planning a community arts project in Bury, this summer. They are all teachers training students at Dartington Hall, but they have decided, for the time being, to opt out of the school system and explore other ways of working. A former tutor of theirs is at present attached to John Fox's fine art circus, The Well-Tuned State, which has its headquarters in Bury, and this is how they came to choose that particular town.

They have been given, they told me, an old house in one of the poorer districts. They intend to take jobs in the district, in order to get to know people. Then, when they have been accepted as part of the community, they will try to involve people in an arts project.

As they talked I thought of my father. He has been a mill-worker in Bury since his working life. A few years ago he retired, but he was sent back to the mill working part-time, not so much because of the money, but because the work kept him physically and socially active. Recently the mill he worked at closed down. He is not likely to get another job in a mill. I wondered how he—and the many other unemployed in Bury—would react to the idea of dropping out of Dartington and coming into the area to get jobs in order to do an arts project.

The students' energy, enthusiasm and commitment were wholly admirable. But it seemed to me that they had not really thought through the implications of what they were trying to do and why. And in this they are typical of many groups working in the rapidly expanding community theatre area.

There is, for example, a highly-subsidised professional company, attached to the university theatre of a large northern city. The company was formed two years ago, with the specific brief of providing theatre for young people living in the area: a young people's community theatre. A recent production of Brecht's *Arturo Ui* demonstrated that they had succeeded up to a point: there were about 40 or 50 young people in the audience, and the production was at least adequate, with three or four good individual performances.

Only there seemed to me to be a big hole in the centre where Brecht should have been. There was a sense in the production that anybody in the company believed that Brecht might have something to say to the young people who had been persuaded in from the streets of this northern desert. A programme note said that *Arturo Ui* contained a warning about the pos-

sible rise of a racist party in Britain, but nothing in the performance suggested this — and anyway it happens to be untrue. It is not about racism, but about the connections between capitalism and criminal violence.

Later, the actors were asked why they were doing Brecht. Well, they said, it was good theatre. But why had that particular play been chosen? Oh, they thought the director and the administration chose the plays. There was no apparent awareness of community theatre, that Brecht had a revolutionary and practical thing to say, both about education — which, he believed, should be "pleasant, cheerful, useful" — and about the participation of the actor as a political being, actively involved with the making of ideas. The company simply accepted that "theatre" was so self-evidently a good thing in its own right that there was no need to examine the educational and political purposes for which theatre might be used.

At the other end of the subsidy scale, there is a small group of actors who have been working together for seven years in schools and adventure playgrounds, mainly around London. Their enthusiasm and commitment are demonstrated by the fact that they have been willing to exist for so long at a bare subsistence level. They rove from gig to gig, always taking the same two shows depending for their financial crumbs on the number of bookings they can get. The show they do in schools, in a structured situation, works, they say, reasonably well. But they have had times at the adventure playgrounds: the kids break into their car and steal or damage the props. They've been branding, they say, to have another look at this particular show and ask themselves why it is not working — only they never have the time or the energy after doing the gigs. Perhaps, they think, the show would work better with more opportunities for audience participation.

Once again, there is the feeling that nobody has thought through precisely what they are trying to do and why. The examples could be multiplied. There are the two students who did a show in a London street market one Saturday morning. The show lasted an hour and a half. Nobody stopped to watch. Afterwards the students wondered if, perhaps, it had been too long and too verbal. . . . And there is a touring company in the North of England who recently did a rock version of *Twelfth Night*. It was clearly intended to be a pop show for young people, with lots of loud music and gags borrowed from television. But the gags depended on a minute, de-

tailed knowledge of the original text, and the show was, in fact, a lot less funny and more caustic than the Shakespeare play would have been. As more community theatre groups mushroom, they seem to start all over again, making the same mistakes the pioneer groups made years ago.

There are, I believe, two main reasons for this sense of ineffectiveness. In the first place, there is a complete absence of any intellectual tradition or any sense of continuity in the British theatre itself. Fashion comes and goes in our theatre: the theatre of the absurd is followed by the angry young man, who is followed by the theatre of cruelty. In such a situation, it is not surprising that Brecht became, in the 1950s, he came and went like the rest.

This situation contrasts strongly with the situation in Europe, both East and West. There, Brecht, for example, has remained a living influence. The student groups that have developed in a community direction in such places as Poland and Paris have the theories and practices of Brecht behind them, to use or discard as they feel necessary. Poland has Grotowski, who has been a permanent influence in Polish theatre, if only to be reacted against, for more than a decade. In France, Brecht has been free for 25 years to build up a style in his theatre at Villeneuve in Lyons: his influence, as well as Brecht's, has rubbed off on to such productions as the 1973 that so startled Round House audiences a year or two ago.

In British theatre, this sense of work that continues and develops into a coherent intellectual framework simply does not exist. And so the groups that are trying to create community theatre have to begin by inventing their own rationale. In such a context, the community theatre groups exist in a permanent state of re-invention: and what they tend to re-invent are other people's mistakes.

The second reason for the ineffectiveness is the fact that, with a few notable exceptions, the people who are working in community theatre groups tend to form something of a floating population. Students emerge from colleges and universities determined to opt out of the system. They settle in a slum, earn no money and work very hard. But a year or two in daunting conditions, often having little obvious effect, they are heartening and exhausting. People move on, and other enthusiasts take their place. With the change of personnel comes a change of ideas and methods. There is little opportunity to build up a body of experience. People are always starting again.

Yet there are in the present situation a number of companies who do know precisely what they are doing and why, and whose existence and success ought to be pushing other companies at least towards asking the questions that matter. The Half Moon Theatre, for example, draws its strength from its location and its links with a particular area. Those critics who complain that the Half Moon is always filled with people from the West End seem to me to miss the point — which is that, in the few years of its existence, the Half Moon has made plays with local school children, mounted local actors and writers, discovered local photographers, drawn on the resources of the neighbourhood.

In contrast, John McGrath's Scottish 7.84 company sees its job in relation to what is happening in a vast and isolated area, the Scottish Highlands. In touring the Highland villages, the group has been consistently using popular entertainment forms to give specific political information. Theatre has become a weapon for the stirring of a communal consciousness; the dance with which 7.84's shows often end is as important in this process as the discussion raised by the play.

In contrast yet again, John Fox's Welfare State exists to create images in the most unexpected places: in streets, on housing estates, on recreation grounds. A labyrinth made out of junk is played by the fire brigade with white foam and turns into a frozen winter palace. A burning coracle is thrown into a grey canal. In the drabness of social situations, the Welfare State plays out the role of permanent Lords of Misrule.

Companies such as these — and it would be possible to list many more — have begun to show different ways in which community theatre might work. The trouble is that most of the successful companies are so busy working that they have little time to offer any systematic account of what they have learnt. While new groups are so swamped by day to day work that they have little time to absorb what other people are doing.

There have, however, been two useful developments recently, at least in the student area. The first was the publication of a report which the London University group, Cirkus, wrote for Cullendean describing their work during a tour last summer. The group worked, particularly with children, on a number of sites in different cities. The report is frankly self-critical, tells of the failures as well as the successes, asks a lot of questions, and, above all, offers practical advice on such different matters as how to use inflatable and how to

raise money. Any group wanting to venture into community theatre work will find the report invaluable. As a result of the report's success, a permanent advice centre and clearing house, CIRCUS, is being set up with the help of the NUS. The second useful development was a weekend sponsored recently by Dartington College Community Arts and the Student Community Action group of NUS (SCANS), in which students involved with community action, and people in contact with theatre, were brought together. A number of groups, including the We-A London Theatre Workshop, demonstrated shows which they'd used in particular situations, and there were workshops in both theatre games and video.

The exchange of information was valuable. But what was more hopeful to me, personally, was that by the end of the weekend, all of us — students, teachers and performers — were no longer talking about the community as if it were something that existed out there, in the far-off places, and that we were somehow to reach it. We were talking about the community as if it were something that existed out there, in the far-off places, and that we were somehow to reach it.

But how could the Festzak cope with such a subject? Actually, it — as, at the whole, a reasonable language of biography and bibliography, we heard Leavis himself, clipped and incisive in Cheltenham, offering Arnoldian and undeviating versions of England's Bingo-balled vicinity. "Complaint might be that it was, though appropriately commemorative, perhaps rather too backward-looking, relatively unaware of the significant late work collected in

namely, the scoring of early music. The importance of the BASF issues should not, however, be underestimated. To believe that the performers lack either technical or artistic ability, may be to deny oneself the opportunity of an unbiased response to matters of instrumental tone, colouring and taste, while to rabbit on solely about this aspect of performance may lead one to overlook the many excellent interpretations captured on the new discs.

From an already varied catalogue, I can recommend the following issues, priced £2.99, both for the listener they offer and for the questions they provoke as regards aural taste and instrumental colouring. Jörg Demus gives fluent and elegant performances of Mozart's Piano Concertos, K.414 and K.595 (BAC 3007), on a Viennese fortepiano, which makes

## RADIO

## THE F. R. LEAVIS SHOW

Edward Neill

Mr F. R. Leavis, breezed the *Times*, packaging him as a "Special" along with Twigg, "children's Missa Solemnis" and "Toby Took". And indeed it was a pleasant as well as a moving occasion, an eight-hour birthday tribute to an even-particularly-ancient slot on Radio 3 (9 pm, July 14). After all, wasn't the BBC (Giant Despair) a focal point in that "modish zeitgeist" betrayal of standards which Leavis and his wife have spent half a lifetime gaudifying?

Yes, would now dissent from the proposition that F. R. Leavis is a neat man. The nature of his influence might be questioned, with disciples who parody rather than

emulate, the drowsy hum of endorsement in the academic echo-chamber, the tele-toning. And his very eminence sometimes makes one feel that England wraps a rubber band around its cultural standards, locks them away in a safe-deposit vault called F. R. Leavis, and curls its lip at the faint.

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Nor Shall My Sword (1972), where technocratic expansionism in so-called higher education in the sixties and the accompanying ethos give Leavis plenty of room to swing a cat-in-the-hat. For example, Leavis's "patriotism" was referred to several times, as if self-evidently, demonstrably there; but in that book he carefully refutes the notion that the drift of his work is in any way puritanical; then again, Leavis's ability to "set on people's wicks" was mentioned, Lord Snow's magnanimity asserted, and the egregious Richard Crossman quoted to suggest that Leavis writes bad English: only, one might suggest, if your notion of good prose is of something tiny and tabloid.

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a kind of hurt; I will stick to his. Steiner's admission that, we are "formidably in his debt" showed generosity of spirit.

William Walsh, a former pupil, spoke vividly of Leavis's essential civility, his open-mindedness, his "air of well-considered and athletic elegance". With Leavis, he emphasized, Master and pupil were assumed to be on equal terms (often, one gathered, to the acute embarrassment of the latter). Leavis, he said later in the programme, sought to rescue English departments from their aloofness, to make them accountable to society. Denis Harding, co-editor of *Scrutiny* with Leavis, recalled days of penury, unpaid contributors and a Leavis whip-round of the editorial staff to pay for expenses. He said that he, like Leavis, engaged in "protective coloration". But Leavis, who indulged himself in forthright disapproval of false valuations by colleagues, left a spore of bruised egos, and became something of a parish in his own college (Downing).

The presenter wondered if Leavis perhaps had a "personality problem", but perhaps the "problem" was on the other side of the quid. Roy Fuller also commented on Leavis's "offensive" side, his refusal to relax standards of judgment off the record, so to speak, his intolerably unEnglish uncosiness. Christopher Ricks threw light on this by pointing out that Leavis, like his great predecessors Eliot, Arnold and Johnson, was unwilling to erect a stockade between literary and moral evaluations. For Martin Green, it was this essential anti-aestheticism that gave Leavis authenticity in his generation, an authenticity denied to his rivals, the Stivells and Bloomsburys.

I must say I warmed to that Liberal MP. I remember watching some little children in Sweden a while ago as they were gently teased on the radio for their school and dabbling myself in comparative education at the time, I thought how much more enlightened the Swedes were than ourselves. I remember, too, that when economy cuts were in the air on an earlier occasion and there was actually talk of raising our age of entry to six, it was extremely difficult to find any expert who could tell us what was especially magic about the age of five. One famous educationist was reduced to saying that it would be

interesting comparison with the Hammerflügel built by Conrad Graf, Vienna (1820), on which, says Hans Skold, lives his outstanding reading of Beethoven's Piano Concerto No. 4 (BAC 3002; cassette, KBACC 3002). The Collegium Aureum, who accompany both soloists with sensitivity and alertness, further enhance their reputation with their version of J. S. Bach's Brandenburg Concertos, Nos. 1-6 (BAC 3007/8; cassette, KBACC 3007/8; £6.50), which they play with a style and vitality they like to bring to symphonies and concertos by his sons, C. P. E. and J. C. (BAC 3011/12; cassette, KBACC 3011/12; £4.99). Finally, the Collegium Aureum Quartet, without being the Busch, offer a deeply felt rendering of Beethoven's A minor Quartet, Op. 132 (BAC 3071), whose mysterious re-emergence in unexpected colourings.

David Blevitt



## BUCKLEY

Journalism is a dangerous trade for the hasty judgments it must make. Dabbling in comparative education can be dangerous too. But put the two together and the mind boggles at all that can ensue.

I see that *Sweden Now*, that admirable Stockholm-based journal, recently invited the redoubtable Linda Christmas of *The Guardian* to take a look at Sweden and to write down her impressions. From the article that followed I call this thirty-inch piece:

"Will someone explain to me why school is not compulsory for children until they reach the age of seven? (From this year it will be available to those over six, but not compulsory.) If it is acceptable among those who know about these things for babies to be placed in day nurseries from the age of six months for lengthy periods of the day — often 10 hours in a stretch — why is it thought inappropriate to place children in a school environment before seven? Surely, I suggested in one Liberal MP, the experience of Western Europe where schooling is compulsory from the age of five, and a fair percentage of children now start at four, should assuage the fears of parents and educationists alike. The Swedes, he answered with remarkable candour, are not much interested in learning from other people's experience."

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other countries such a bad example if we did not keep it.

Now economy is once more in the air. I listened as the BBC education correspondent questioned Mr Fred Mulley after the minister had been addressing the local authorities. "But what will it mean to the children?" he asked. I think that he was seeking clarification for un-eminently-minded chaps like me who would have been puzzled by all the talk: there had been of only a two per cent growth.

But I did not hear Mr Mulley's answer. My mind went at once to an earlier item in the selfsame news bulletin, in which we were told how happy some Somerset children had been to get their summer holiday a day early because a forgotten bomb dump had been discovered near their school. It was, I thought, typical. You can always be sure that just as you are trying to conjure up a picture of children safe from cuts in education there will always be some little blighters somewhere cheerfully letting us down.

While, however, Mr Mulley and the BBC education correspondent were worrying about education in this developed country, I could not help noticing that it is going great guns in more than one developing ditto. You should read the *Journal West Africa Teachers*: "A three-year post-secondary teacher training course to replace the present two-year course is to be introduced from the next academic year." It told me about Ghana. Universities? "Federal-run universities are to be established in each of the 12 states within the next 10 years," it reported on Nigeria. There was much more in the same vein.

As I remarked at the beginning, however, it is dangerous to dabble in comparative education. Things can be so different abroad. Witness this news item from Ghana which I also quote from *West Africa*:

"A sudden invasion of bees disrupted speech day at Tamale Business Secondary School. Students, masters and guests, including the Northern Regional Commissioner, Colonel Festus Adjei, had to run for shelter as the aggression of masters and guest speaker, the Rt Rev Bishop Peter Dery, Catholic Bishop of Tamale, was arriving.

"The Fire Service could not contain the bees but Cocoa Marketing Board personnel managed to bring the situation under control by spraying the bees with insecticide. The ceremony was postponed."

Well, whenever our troubles may be in education, you may reflect, that sort of thing, at least, is not likely to happen here. Though it will depend on your view of speech days, of course, whether you think that an advantage or a drawback.

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## CINEMA

## THE FALL OF A SELF-CONTENTED TIGER

Araminta Wordsworth

It is a pertinent reflection on and of our times that audiences still have to be protected from seeing sexual intercourse on screen — an activity which surely 99 per cent of the adult population engage in at one time or another — while immorality of the political or economic variety, of business and capitalism, is not only OK but suitable. Swift would no doubt have had something corrosive to say on the subject.

These thoughts were prompted by noting that Francesco Rosi's *The Mattei Affair*, now showing at the Gate Cinema, Morning 11H, has been given a U certificate. The use of the acronym, of the virtual absence of women, let alone a naked breast in its frames. The tale is unfolds, however, is a fable for our times — of how the corrupted interests of capitalism and multinational companies eliminated the man who stood in the way of their monstrous profits. And how, in turn, they too and the western world with them, got their come-uppance.

The story begins on October 27, 1962, when a private plane carrying Enrico Mattei, the chairman of

ENI, the state-owned oil company, crashed near Milan. The pilot and his two passengers were killed and the official investigation into the cause of the accident revealed, naturally, no sabotage.

But Mattei's death came at a convenient juncture for the oil companies, the so-called "seven sisters". It was — and still is — a cause célèbre, a political thriller. Rosi's investigation, like Crichton's *Kone* without Rosi, pursues the elusive truth. Its premise is that Mattei was murdered, but why and how? By the CIA, by French intelligence? Who knows; witnesses are unwilling to talk or change their stories and De Mauro, an expert on the Mafia sent to Sicily by Rosi to research into Mattei's last days, disappears, also believed murdered. As De Mauro's journalist colleagues interviewed in the film put it, "People like things to stay as they are."

What is indisputable, however, is that Mattei was a man with a vision. He wanted ENI to compete with private companies, most notably the Americans, and deal directly with the oil-producing nations of the third world — Saudi

Arabia, Tunisia, Algeria, etc. He was ruthless and energetic and Peter Nichols, *The Times* correspondent in Rome, has described him as a self-contented tiger. (A similar fate befell Lucky Luciano, Rosi's next film about the famous gangster, which still has to be shown over here.)

The film is really a history of Italy over the last 20 years, almost a documentary in Giersson's definition of the word — the creative treatment of actuality. It employs fictional recreations of conversations and events, as well as many of the techniques now associated with news or current affairs television. Rosi uses interviews with policemen, aeronautics experts and witnesses, all speaking directly to the camera. The locations, from Tunisia and Moscow to the Italian coast, help to convey the worldwide nexus of relationships and responsibilities in which we are all involved through our consumption of oil.

And, at the centre of all this activity, is the shadowy figure of Mattei. His drive and singleminded pursuit of a goal are well illustrated, but the man himself remains an enigma. Few hints are given of

any wider existence, although his wife appears briefly in the opening scenes and Mattei himself refers flamboyantly to his love of women. But in Gian Maria Volonté's charismatic performance, there is a room for the tranquillity of domestic existence. Rosi implies anyway that Mattei had little time for such luxuries, preferring to live in an hotel room, a room which is decorated with pictures of oil rig decorated with family photographs.

Visually the film concerns itself with contrasts, particularly Mattei's office at AGIP is dark and gloomy lit by a table lamp in a pool of light, a blow-out of lights up the surrounding countryside and peasant roundings, flashing police lights in the terror, flashlights, an oil derrick flaming in the desert, falling in images of Mattei's past, recurring scene of a man in a chrome and glass one shot of an ENI. As news of Mattei's death goes round in the darkened building and the lights gradually come on.

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## THEATRE

## COOL LOOK AT COLD PEOPLE

John Peter

John Miller's *All's Well That Ends Well* (Greenwich) is the sort of production that almost makes you go for a touch of nice old-fashioned soppy romance, for a bit of style and flourish, for "taffeta tones, silken terms precise", for passion and sentiment. Mr Miller has never had much time for such things, and of course I have to say that when Shakespeare wrote the play he made things difficult for future producers.

Mr Well presents two problems. One is that too many disagreeable words are in it; two, it puts them in the framework of a fairy-tale. The two problems are inter-related. Why should I wish for even a touch of soppy romance, let alone a touch of sentimentalism, in the unselfconscious dash that can make such boys bearable. So why does Helen pursue him? Or, to put it another way, why does she pursue him?

Miller has not answered that question: indeed I wonder why he chose to direct the play at all. (I hope it was not for his publicly stated reason, namely that both this play and the one to follow next month, *Measure for Measure*, are about a clever woman reaching a man a thing or two between the sheets. That is the most cumbersome part of both plays, and to emphasise it seems to go against everything that Mr Miller, at his best, stands for as a director.)

The opening sets the tone: the Rossillion household is dominated not by the kindly Countess but by the two grumpy young people. David Horvath's Bertram is a smug, supercilious youngster with middle-aged mannerisms and without any of the unselfconscious dash that can make such boys bearable. So why does Helen pursue him? Or, to put it another way, why does she pursue him?

Miller presents a pale, tight-faced class girl unless I or they, preferably both, can learn something from it. Mr Miller has not answered that question: indeed I wonder why he chose to direct the play at all. (I hope it was not for his publicly stated reason, namely that both this play and the one to follow next month, *Measure for Measure*, are about a clever woman reaching a man a thing or two between the sheets. That is the most cumbersome part of both plays, and to emphasise it seems to go against everything that Mr Miller, at his best, stands for as a director.)

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## SPONTANEITY OR POLISH?

Peter Fanning

The best way to study a play is to act it, or